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ABSTRACT

This life skills curriculum for seventh and eighth grade is organized according to major concept areas. These concept areas are defined by concerns/specific needs of the students. Part I suggests a scope and sequence for five program options dependent on time spent in instruction. Part II discusses use of the concerns approach. Sample student and parent checklists to identify student needs/concerns are provided. Part III contains instructional strategies and materials. The nine major concepts of the curriculum begin with a "welcome" to home economics life skills and Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), and continue as follows: making the most of one's resources, food and the individual, human development and relationships, caring for children, clothes and the individual, personal health, personal living space, and closing (review of material). Each concept is composed of one to six subconcepts. Within each major concept of the curriculum, the subconcept sections are organized as follows: teacher planning materials (objectives, concerns addressed, applications in mathematics and/or science, learning activities, additional resources) and student handouts and teacher reference materials. Part IV lists general references. Appendixes include concerns research data. (YLB)

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LIFE SKILLS: A CONCERNS APPROACH

NORTH DAKOTA
JUNIOR HIGH
HOME ECONOMICS CURRICULUM

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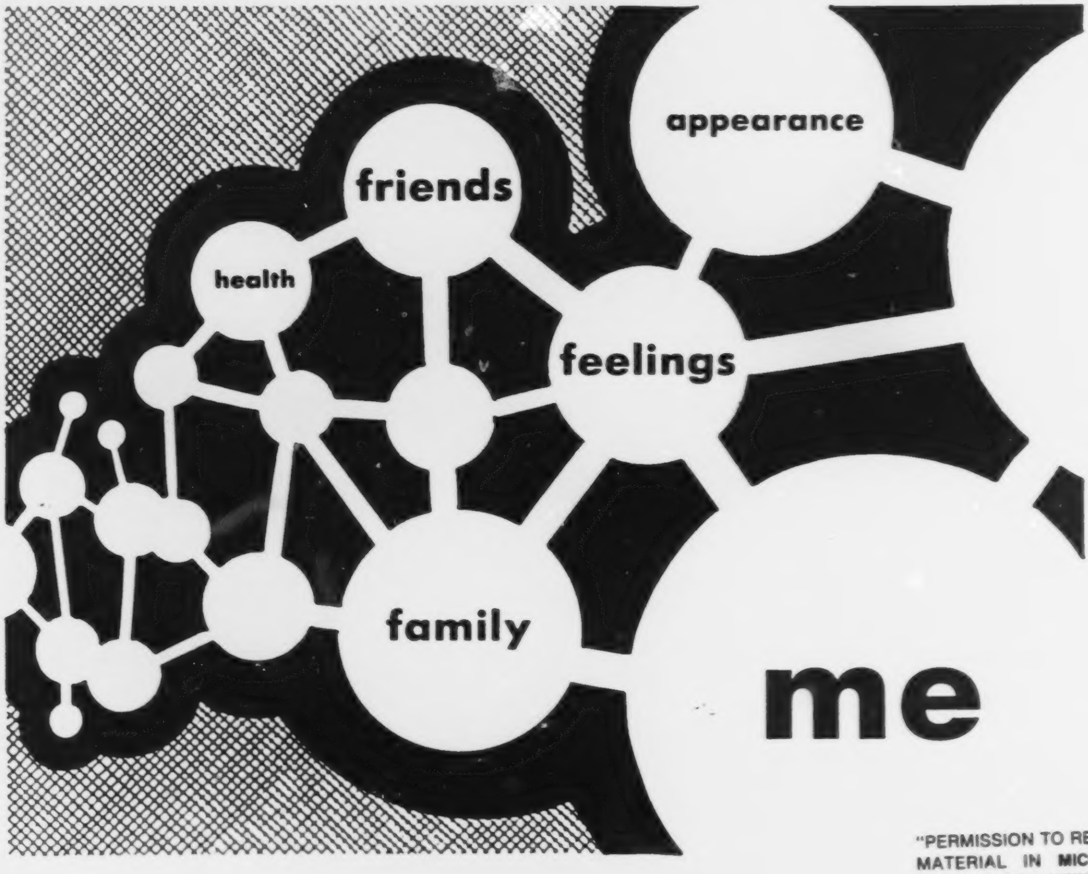

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August, 1985

LIFE SKILLS: A CONCERNS APPROACH

North Dakota Junior High Home Economics Curriculum

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Foreword

Early adolescence is a time of rapid change for students and a time of great challenge for teachers. This age is a crucial and complex transitional period between childhood and adolescence.

One characteristic of early adolescence is the preoccupation with self. In developing curriculum most relevant to students, a natural approach is to base home economics programs on learner concerns. For the purposes of this curriculum, a concern is defined as something the learner is interested in, uncertain about, or something he/she spends time thinking or talking to friends about.

"Life Skills: A Concerns Approach" is a home economics curriculum for seventh and eighth grade which begins with an assessment of learner concerns. The concerns checklist which accompanies the curriculum was developed based on a review of characteristics of early adolescence. In using the concerns approach, the teacher first identifies learner concerns through administration of the concerns checklist. Then, learning activities to match those concerns are developed.

As with any curriculum, the concepts and activities provided are suggested for use. The teacher will need to use her/his own discretion in terms of the appropriateness for learners, the school and the community.

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Junior High Curriculum Task Force

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PART I: SCOPE AND SEQUENCE

North Dakota Junior High Home Economics Curriculum

SCOPE AND SEQUENCE

The suggested scope and sequence for North Dakota seventh and eighth grade programs was developed based on concepts determined appropriate for this level. Concepts in the scope and sequence were identified from a review of characteristics and needs of early adolescents, home economics curriculum guides and texts. North Dakota teachers prioritized these concepts at the 1983 All-Service Conference. Subconcepts were identified. From the resulting list, the Junior High Home Economics Curriculum Task Force identified priorities for instruction.

The concepts and subconcepts recommended for junior high home economics instruction are included on the following page. The list is consistent with titles of sections in the life skills curriculum. All concepts and subconcepts are included in the curriculum with one exception; materials for a separate career education unit are not included.

Since the time spent in junior high home economics varies considerably between programs, the teacher should consider time spent in instruction as a determining factor in selecting what is taught. The suggested scope and sequence for North Dakota seventh and eighth grade programs was developed in consideration of time spent in instruction. The curriculum options presented are based on the combined total time students spend in home economics instruction at

North Dakota Junior High Home Economics Curriculum

CONCEPTS AND SUBCONCEPTS RECOMMENDED FOR SEVENTH AND EIGHTH GRADE HOME ECONOMICS INSTRUCTION

Welcome to Home Economics Life Skills And FHA/HERO

Making the Most of My Resources

- Decisions, Decisions, Decisions
- Managing and My Values and Goals
- Making the Most of My Money
- Managing on My Own

Food and You

- Food: It's Your Choice
- Effect of Food on Me
- Snacks
- Preparing Snacks

Human Development and Relationships

- My Self Concept and I
- Values and Goals
- The Way We Grow
- Relationships with Family and Friends
- Change and Conflict
- Getting to Know Others Not Like Me

Caring for Children

Clothes and You

- My Appearance
- Clothing Construction
- Wind Sock Factory
- Taking Care of My Clothes

My Health

My Personal Living Space

Career Education

Closing: Look What I've Learned!

seventh and eighth grade levels. If less time is spent in instruction, fewer concepts are presented; if more time is spent in instruction, more concepts are presented in greater depth.

The five curriculum options presented on page 9 are: 45 days, 60 days, 90 days, 120 days, and 180 days. For programs which include greater than 180 days, increased depth would be needed.

North Dakota Junior High Home Economics Curriculum

SCOPE AND SEQUENCE BY FIVE PROGRAM OPTIONS

Concepts	Option I (45 Days or 9 weeks Full Time)	Option II (60 Days or 12 weeks Full Time)	Option III (90 Days or 18 weeks Full Time)	Option IV (120 Days or 24 weeks Full Time)	Option V (180 Days or 36 weeks Full Time)
Welcome to Home Economics Life Skills and FHA/HERO	1 week	1 week	1 week	1 week	1 week
Making the Most of My Resources	1 week	1 week	2 weeks	2 weeks	2 weeks
Food and You	4 weeks	4 weeks	4 weeks	5 weeks	7 weeks
Human Development and Relationships	3 weeks	3 weeks	3 weeks	6 weeks	7 weeks
Caring for Children		2 weeks	2 weeks	2 weeks	4 weeks
Clothes and You			4 weeks	4 weeks	6 weeks
My Health		1 week	1 week	2 weeks	3 weeks
My Personal Living Space				1 week	2 weeks
Career Education					3 weeks
Closing: Look What I've Learned!			1 week	1 week	1 week

PART II: CONCERNS APPROACH

Concerns Approach

Using the Concerns Approach

The scope and sequence forms the "skeleton" of the junior high home economics curriculum. Within these guidelines, however, it is recommended that each teacher individualize the program to meet the specific needs of her/his students. Using the concerns questionnaire is one way to identify these specific needs.

The concerns checklist should be administered to students at the beginning of the term (see sample student letter and checklist, pages 19 and 20). The information gathered should be used to determine emphases within the curriculum, to adjust the time allowed for concepts and subconcepts, and to select appropriate learning activities. In particular, pointing out the relationship between class concerns and the home economics curriculum should help students see the relevance of what they are learning.

Administering the concerns checklist to parents of students is one way to acquaint them with concerns of young adolescents. (see sample parent letter and checklist, pages 21 and 22.) As follow-up, the teacher could arrange for a parents' meeting to discuss how parent responses as a group compared with responses of students. Discussion could also include information on how the teacher plans to address these concerns, the types of learning activities planned and resources to be used. This meeting would also be a logical time to request parental input.

Data from checklist administration could form the basis of one or more news articles about early adolescent concerns and ways in which the school, and specifically the home economics program, addresses these concerns.

Because home economics concepts are, often addressed in other classes such as health, social studies, and physical education, the home economics teacher may initiate or expand communication with appropriate instructors. This would assure that student concerns are addressed more fully and overlap between courses is planned rather than accidental.

Results of the Statewide Assessment of Student Concerns

The teacher may use the results of the statewide assessment of student concerns as a basis for curriculum development. These data may also be used as a basis for comparison between local student concerns and statewide concerns.

The purposes of this research were twofold. First, the project was designed to identify 7th and 8th grade student concerns. Second, the project was directed to determine differences in student concerns and perceptions of their concerns by parents, home economics teachers, and administrators.

In determining the sample for this assessment, school districts which were invited to participate in the study were selected to represent all geographic regions in North Dakota, as well as large, medium, and small school districts. Thirty of the 32 districts invited to participate in the study provided data. A listing of participating school districts and coordinating teachers is provided in the acknowledgment section of the curriculum. The number of actual survey participants is provided in Table 1.

The concerns checklist was used as a basis for assessment of

Table 1

Junior High Student Concerns Research:

Survey Participants

Group	n[a]
7th grade students	496
8th grade students	520
Parents of 7th grade students	465
Parents of 8th grade students	457
Administrators	29
Home Economics Teachers	29

[a] n = number of participants by group.

student concerns. The concerns listed on the checklist provided in this section are the same as those used in the research. For the purposes of assessment, a five point numeric scale was used for respondents to classify concerns rather than a "yes" or "no" response. For the research, respondents were instructed to use the following numbers to describe each concern:

5---ALWAYS a concern.
4---USUALLY a concern.
3---SOMETIMES a concern.
2---RARELY a concern.
1---NEVER a concern.

In analyzing the results, student responses to the concerns survey were classified according to item overall mean score. The highest ranking concerns were presented in Table 2. These items

Table 2

Highest Ranking Student Concerns

Item Number	Item	Ranking[a] 7th Grade Students	Ranking[a] 8th Grade Students
1.	Understanding my friends.	A	A
2.	Understanding my parent(s).	A	A
3.	Understanding other family members (Example: sister)	A	
4.	Understanding the opposite sex.	A	A
5.	Getting others to listen to me.	A	A
6.	Being liked by those my own age.	A	A
9.	Understanding elderly people.	A	
12.	Dealing with family problems.	A	A
13.	Getting attention and respect from adults.	A	A
14.	Helping people.	A	A
15.	Being O.K. as a person	A	A
18.	Doing what girls (or boys) are supposed to do.	A	
19.	Understanding how I feel inside.	A	A
20.	Developing hobbies or interests.	A	
21.	Doing well in school.	A	A
22.	Having my own privacy.	A	A
25.	Dying (of self or someone close to me).	A	
30.	What I look like.	A	A
32.	Making decisions for myself.	A	A
34.	Improving my basic skills (Example: reading, math).	A	
35.	Getting a job.	A	A
36.	Doing things for myself.	A	A
37.	Having my own room or area the way I want it.	A	A
38.	Getting more money.	A	A
40.	Having things that are "in".	A	A
43.	My health.	A	A

---

[a] An "A" represents that this item's overall mean score fell between 3.50 and 5.00. This indicated that, overall, respondents felt the item was:

ALWAYS a concern, or
USUALLY a concern.

received mean scores between 3.50 and 5.00; in other words, respondents overall felt the item was "always" or "usually" a concern.

The second highest concerns, which were reported in Table 3, represented items with mean scores between 2.50 and 3.49. In general, respondents rated these items as "somewhat" a concern. The lowest ranking concerns, which were included in Table 4, were items with mean scores between 1.00 and 2.49. These items were rated overall as "rarely" or "never" a concern.

As the teacher analyzes student concerns mean scores, it is recommended that highest rated items provide a central core for developing the home economics lifeskills curriculum. The concerns whose means showed lower ratings in many cases would be also appropriate for instruction. If these are included, the teacher may need to stress the reason why these concerns are included in the curriculum. In addition, the teacher should be challenged to increase motivation levels of students in those areas.

The actual mean scores of concerns for seventh and eighth grade students are included in Appendix A and Appendix B, respectively. In addition, the analysis of student concerns in comparison to perceptions of their concerns by parents, home economics teachers, and administrators is also included. Item mean scores by the three groups are presented only when student responses differed significantly from the mean of a group ($p < .01$ using Scheffe's test).

Analysis of these data reveal that differences between students and one or more of the three groups are primarly related

Table 3

Second Highest Ranking Student Concerns

Item Number	Item	Ranking[a] 7th Grade Students	Ranking[a] 8th Grade Students
3.	Understanding other family members (Example: sister).		B
7.	Getting pushed into something I don't want to do by my friends or someone my age.	B	B
8.	Understanding children.	B	B
9.	Understanding elderly people.		B
10.	Understanding handicapped people.	B	B
11.	Being put down or teased.	B	B
16.	World War.	B	B
17.	Religion.	B	B
18.	Doing what girls (or boys) are supposed to do.		B
20.	Developing hobbies or interests.		B
23.	Growing (or not growing) like my friends.	B	B
24.	Pregnancy (of self or someone close to me).	B	B
25.	Dying (of self or someone close to me).		B
26.	Eating the right foods.	B	B
27.	Losing (or gaining) weight.	B	B
28.	Fixing food myself.	B	B
31.	Using time wisely.	B	B
33.	Saving energy (Example: electricity).	B	B
34.	Improving my basic skills (Example: reading, math).		B
39.	Understanding the economy.	B	B
41.	Drugs and alcohol.	B	B
42.	Smoking.	B	

---

[a] A "B" represents that this item's overall mean score fell between 2.50 and 3.49. This indicated that, overall, respondents felt the item was:

SOMEWHAT a concern.

Table 4

Lowest Ranking Student Concerns

Item Number	Item	Ranking[a] 7th Grade Students	8th Grade Students
29.	Being able to sew or mend my own clothes.	C	C
42.	Smoking.		C

---

[a] A "C" represents that this item's overall mean score fell between 1.00 and 2.49. This indicated that overall respondents felt the item was:

RARELY a concern, or
NEVER a concern.

to degree of feeling rather that actual differences in what is a concern. It is recommended that the teacher utilize these data to compare adult perceptions of student concerns. These data (or those collected locally) may also be used as a basis for communication between the four groups.

Sample Student Letter and Checklist

Dear Student,

What are your concerns as a junior high student?

A "concern" is any one of the following:

Something I am interested in.
Something I may be uncertain or uneasy about.
Something I spend time thinking or talking
to my friends about.

The following survey helps to identify concerns of junior high students. The information will then be used to plan topics for the home economics class that you are taking.

Please check those items which are concerns to you.

Thanks for your help!

Sincerely,

Home Economics Teacher

THESE ARE MY CONCERNS:

_____ 1. Understanding my friends.
_____ 2. Understanding my parent(s).
_____ 3. Understanding other family members (Example: sister).
_____ 4. Understanding the opposite sex.
_____ 5. Getting others to listen to me.
_____ 6. Being liked by those my own age.
_____ 7. Getting pushed into something I don't want to do by my friends or someone my age.
_____ 8. Understanding children.
_____ 9. Understanding elderly people.
_____ 10. Understanding handicapped people.
_____ 11. Being put down or teased.
_____ 12. Dealing with family problems.
_____ 13. Getting attention and respect from adults.
_____ 14. Helping people.
_____ 15. Being O.K. as a person.
_____ 16. World war.
_____ 17. Religion.
_____ 18. Doing what girls (or boys) are supposed to do.
_____ 19. Understanding how I feel inside.
_____ 20. Developing hobbies or interests.
_____ 21. Doing well in school.
_____ 22. Having my own privacy.
_____ 23. Growing (or not growing) like my friends.
_____ 24. Pregnancy (of self or someone close to me).
_____ 25. Dying (of self or someone close to me).
_____ 26. Eating the right foods.
_____ 27. Losing (or gaining) weight.
_____ 28. Fixing food myself.
_____ 29. Being able to sew or mend my own clothes.
_____ 30. What I look like.
_____ 31. Using time wisely.
_____ 32. Making decisions for myself.
_____ 33. Saving energy (Example: electricity).
_____ 34. Improving my basic skills (Example: reading, math).
_____ 35. Getting a job.
_____ 36. Doing things for myself.
_____ 37. Having my own room or area the way I want it.
_____ 38. Getting more money.
_____ 39. Understanding the economy.
_____ 40. Having things that are "in".
_____ 41. Drugs and alcohol.
_____ 42. Smoking.
_____ 43. My health.

Check(✓):
44.___(1)Male
___(2)Female

Check that you have answered each question. THANKS AGAIN!!

Sample Parent Letter and Checklist

Dear Parent,

What do you think are junior high student concerns?

A "concern" for a junior high student is any one of the following:

Something I am interested in.
Something I may be uncertain or uneasy about.
Something I spend time thinking or talking
to my friends about.

The following survey helps to identify what parents think are junior high student concerns. This information will be used to plan topics and related activities for the home economics class that your son or daughter is taking.

Please check those items you think are concerns for your son or daughter's age group. Your answers are confidential, so you do not need to sign your name.

Thanks for your help!

Sincerely,

Home Economics Teacher

THESE ARE CONCERNS OF MY SON OR DAUGHTER'S AGE GROUP:

_____ 1. Understanding my friends.
_____ 2. Understanding my parent(s).
_____ 3. Understanding other family members (Example: sister).
_____ 4. Understanding the opposite sex.
_____ 5. Getting others to listen to me.
_____ 6. Being liked by those my own age.
_____ 7. Getting pushed into something I don't want to do by my friends or someone my age.
_____ 8. Understanding children.
_____ 9. Understanding elderly people.
_____ 10. Understanding handicapped people.
_____ 11. Being put down or teased.
_____ 12. Dealing with family problems.
_____ 13. Getting attention and respect from adults.
_____ 14. Helping people.
_____ 15. Being O.K. as a person.
_____ 16. World war.
_____ 17. Religion.
_____ 18. Doing what girls (or boys) are supposed to do.
_____ 19. Understanding how I feel inside.
_____ 20. Developing hobbies or interests.
_____ 21. Doing well in school.
_____ 22. Having my own privacy.
_____ 23. Growing (or not growing) like my friends.
_____ 24. Pregnancy (of self or someone close to me).
_____ 25. Dying (of self or someone close to me).
_____ 26. Eating the right foods.
_____ 27. Losing (or gaining) weight.
_____ 28. Fixing food myself.
_____ 29. Being able to sew or mend my own clothes.
_____ 30. What I look like.
_____ 31. Using time wisely.
_____ 32. Making decisions for myself.
_____ 33. Saving energy (Example: electricity).
_____ 34. Improving my basic skills (Example: reading, math).
_____ 35. Getting a job.
_____ 36. Doing things for myself.
_____ 37. Having my own room or area the way I want it.
_____ 38. Getting more money.
_____ 39. Understanding the economy.
_____ 40. Having things that are "in".
_____ 41. Drugs and alcohol.
_____ 42. Smoking.
_____ 43. My health.

Check (✓):
44.___(1) Father ___(3) Other
___(2) Mother (Describe)

Check that you have answered each question. THANKS AGAIN!!

PART III: INSTRUCTIONAL STRATEGIES AND MATERIALS

Instructional Strategies and Materials

The life skills curriculum is organized according to major concept areas. Within each major concept of the curriculum, the subconcept sections are organized as follows:

Teacher planning materials (colored paper)

- Objectives
- Concerns addressed
- Applications (math, science)
- Learning activities
- Additional references

Student handouts and teacher reference materials (white paper)

The teacher planning materials are on colored paper while handouts and teacher reference sheets are on white paper. This was designed for ease in using the curriculum guide as well as ease in duplication. In addition, teacher planning materials are color coded according to concept area; an explanation of color codes by concept areas is included in the table of contents.

For each subconcept area, applications in math and/or science are noted for those sections of the curriculum which include math and/or science application activities. Specific math or science application activities are marked by parentheses in the listing of learning activities. To strengthen math and science components of the home economics life skills curriculum, it is recommended that the teacher discuss the home economics program with math and science teachers to reinforce concepts taught in other areas.

CONCEPT: WELCOME TO HOME ECONOMICS LIFE SKILLS AND FHA/HERO

By: Ellen Harrison
Curriculum Specialist

TOPIC: Welcome to Home Economics Life Skills and FHA/HERO

STUDENT OBJECTIVES: Identify personal concerns.

Identify the concept areas of home economics.

Use the planning process to develop class rules (including: clothing, food, and child care).

Describe FHA/HERO and how it functions.

Use parliamentary procedure.

CONCERNS ADDRESSED: All

LEARNING ACTIVITIES

(Teacher reference) Follow "Getting the Students' Home Economics Experience Off to a Positive Start".

(Icebreaker) Pass around a bowl containing pieces of wrapped candy. Tell students to take as many as they need. After everyone has taken some candy, have each person write down and tell one thing about himself/herself for each piece of candy taken.

(Icebreaker) Give students a piece of paper and have them write down their lucky number from one to twelve. If they picked seven, they must write and tell seven things about themselves. If they picked three, then they must write and tell three things about themselves.

(Handout) Use "May I Get Your Autograph" to let students see that they already have personal experience within home economics. They will also get to know fellow students better.

Have students read the student letter and fill out the concerns checklist found in the section entitled "Concerns Approach". Send home with the student the parent letter and concerns checklist found in the same section. Compile data. Identify the most to least frequently identified concerns. Use student concerns as a basis for course development. Use parent concerns as a basis for parent involvement in the home economics program.

Use concerns data as a basis for an article in the school or community newspaper.

(Bulletin board) Use "Life Skills: Home Economics Focuses On Me and My Concerns" to introduce home economics to students. The circles can be filled with greatest student concerns after the concerns checklist has been completed.

(Bulletin board) "Home Economics Is Programmed To Your Needs". Using the shape of a computer, display home economics content areas on the monitor one at a time. Change the topic on the computer as you change topic areas in class. You may use computer generated illustrations appropriate for home economics content areas; a good program to use is "Print Shop".

(Handout) Distribute the questionnaire "ME" which will help the teacher get to know students better and help gear the course work to benefit students.

(Handout) Have students keep a notebook/folder where they store all information they receive from the class. Based on neatness and completeness, this notebook can be used as part of their final grade. Use cover provided.

During the first week of school, plan one day for each of the topics which are planned as units for the course (Examples: Caring for Children, Food and You). Have short discussions identifying what the topic includes, what students would like to learn about this topic, and how their concerns can be met. (Corrine Klewin, Rhame)

Identify problems/concerns that students have. Point out that the problem solving process is the same regardless of the problem.

(Bulletin board) Discuss the problem solving process, using the "FHA/HERO Planning Process For Individual And Group Action" (From: Handbook for Youth-Centered Leadership, Reston, VA, page 26, 1982). Display each step in the planning process on one stair step or rung of a ladder. Title the bulletin board "Steps In Problem Solving".

(Handout) Use "The Planning Process for Individual and Group Action" as a guide when defining the problem solving process. Have students use the "Planning Process" in solving a specific problem, and/or in deciding on a group project. (From: Handbook for Youth-Centered Leadership, Reston, VA, page 26, 1982).

(Handout) Use "The Planning Process" handout to have the students develop general classroom rules and rules for specific units (example: Food and You). Sample rules would include:

(1) Do not eat or have food in the area where you are sewing.
(2) Wash hands with soap and water before beginning to work with food in the kitchen.
(3) Put cleaning products in a high cupboard away from children's reach.

In identifying rules, stress the "why" for each rule; also decide on consequences for broken rules.

(Handout) Have groups of students make and post rule signs for each of the areas in the above activity. Copies could be made for students as well.

Define FHA/HERO. Discuss how it relates to the class, how it can add to classroom learning, and how it can offer opportunities for leadership development. Contact the state office for pamphlets "Future Homemakers of America An Investment in Youth" (free) and "Membership Handbook" ($.50 each).

Use a skit such as "Would The Real FHA'er Please Stand Up" (original skit written by: Kimball High School FHA Chapter Members, Kimball, Mn 55353. Chapter president, Julie Sikkink (National Secretary 1982-1983)). Copies of this skit are available upon request from the state office.

Have FHA/HERO officers speak to the class about FHA/HERO and go through the chapter scrapbook.

Designate one day per unit for FHA/HERO activities. Let students choose a topic they would like to pursue on FHA/HERO day. This would necessitate planning in advance. Examples of possible activities would include: speaker on child abuse.

Have the class elect a president and a secretary (or leader and recorder) who will be responsible for FHA/HERO chapter meetings. The class chapter could list students concerns and use the planning process to decide on chapter projects or lessons. Suggestions for projects can be found in the North Dakota Future Homemakers Of America Chapter Handbook, available from the state office. If the class meets longer than nine weeks, officers can be rotated to give more students leadership responsibilities.

Each student will be required to complete an individual project based on the concerns of that student. The project should apply home economics life skills. Examples would include: making a babysitting kit, making changes in one's room, and planning a family activity. The project will be due and evaluated at the end of the term.

Stress that: (1) Each area related to home economics represents an essential life skill. (2) Since certain skills are recurring throughout each life skill area, these skills will be recurring throughout the planning or problem solving process, and identification of personal values and goals.

Teacher reference

Getting the Students' Home Economics Experience Off to a Positive Start

The following recommendations are made to junior high home economics teachers in order to get the student's home economics off to a positive start:

1. Give rules to students; identify reasons for rules, and consequences for broken rules.
2. Give the course description (or outline of units) to students.
3. Identify expectations of students; identify grading methods in writing; show samples of quality projects.
4. Identify safety rules; test on safety procedures in both the classroom and laboratory. (Teachers need to document that students have been given instruction on proper behavior or procedures for liability protection.)
5. Post a sign outside the home economics room identifying "Today's Feature". This should include identification of special speakers for home economics topics. This would serve as a public relations tool, plus remind students of special events.
6. Send a letter to parents giving an overview of the course. Invite their input and involvement.
7. Develop and distribute a brochure or flyer giving an overview of course content. The brochure could also indicate what were student outcomes previously.
8. Write (or have students write) news articles for the local paper or student paper. Highlight what students have learned, not just what they did. News articles give both the students and the program recognition.
9. Take pictures (or have students take pictures) of class events throughout the year. Pictures can be used for student recognition and program promotion the following year.
10. Stress that certain essential life skills are recurring throughout one's life and will be included throughout the course. This would include: an analysis of values and goals, and the planning process.

Name ____________________

May I Get Your Autograph?

Rules:

You may get up and walk around.
When you find someone who can answer "yes" to a question, ask for his/her autograph.
One person can sign the same paper only twice.

General:

Have you lived in another state? ____________________
Do you have a brother and a sister? ____________________
Do you have a pet? ____________________

Food and You

Do you almost always eat breakfast? ____________________
Did you have three glasses of milk yesterday? ____________________

Clothing and Appearance

Have you sewn a garment or project? ____________________
Have you ever judged someone incorrectly because of the first impression you received? ____________________

Caring for Children

Have you ever babysat for a child under five years of age? __
Can you name one household object which could serve as a toy for a baby eight months old? ____________________

Health

Can you name one thing you've done today which promoted your own good health? ____________________

Management and Consumer Education

Do you receive weekly income? ____________________
Have you ever used your own money to buy clothes? ____________________

Human Development and Relationships

Can you name one thing that you like about yourself? ____________________
Have you done something nice for someone in the last week just because you felt like it? ____________________

Personal Living Space

Do you have a favorite place in your home? ____________________
Should your bedroom have a sign, "Hard Hat Area"? ____________________

(Adapted: Rebecca Fahy, Jim Hill Junior High School, Minot)

ME

Teachers note: In order to plan this class so it is most appropriate to students, it's important to get to know you. Please complete the following.

My name is____

I like to be called__________________________________

My address is_______________________________________

My phone number is__________________________________

Places I have lived during my life are________________

My family includes__________________________________

When I have free time I like to______________________

My favorite magazine is______________________________

My favorite TV show is_______________________________

My favorite sport is_________________________________

My favorite food is__________________________________

My pets include_____________________________________

Do you work? If yes, what do you do?_______________

The thing I like BEST about school is_______________

The thing I like LEAST about school is______________

I'm taking this class because________________________

In this class I'd especially like to learn about_____

____

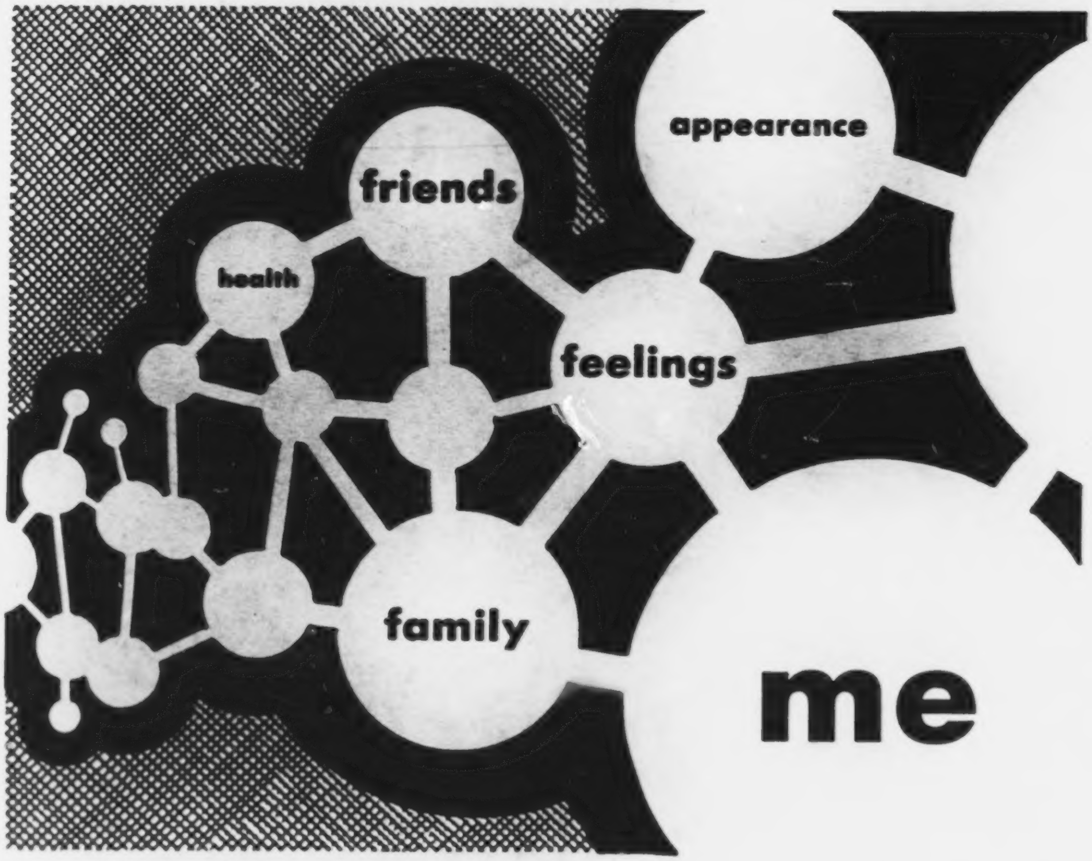
If I were teaching this class, I'd___________________

Write a paragraph on the next page introducing yourself. Be sure to include special insights that you would like someone else to know about you. You may also draw or doodle in the frame to describe yourself.

ME

LIFE SKILLS

NORTH DAKOTA
JUNIOR HIGH
HOME ECONOMICS CURRICULUM


appearance
friends
health
feelings
family
me

This notebook belongs to:

Name ____________________

Class ____________________

School ____________________ Teacher ____________________

Date ____________________

THE PLANNING PROCESS

for Individual and Group Action

This decision-making tool supports the organization's overall philosophy about youth-centered leadership and personal growth. It can be used to determine group action in a chapter or class or to plan individual projects.

Identify concerns

- Brainstorm *(see p.27)* to get all ideas out *or* state the activity or problem you want to tackle if already determined.
- Evaluate your list and narrow it down to a workable idea or project that interests and concerns some or all of your members.

Set your goal

- Get a clear mental picture of what you want to accomplish and write this down as your goal.
- Make sure your goal is one that can be achieved and evaluated; consider available resources.

Form a plan

- Decide how your goal will be reached.
- Figure out the who, what, where, when and how.
- List the abilities, skills and knowledge required on your part.
- List other available resources, such as persons, places, publications and funds.
- Make a workable timetable to keep track of your progress.
- List possible barriers you might face and the need for alternate plans.
- Decide ways to recognize your accomplishments along the way.

Act

- Carry out your group or individual plan.
- Use family and community members, advisers, committees, task forces and advisory groups when needed.

Follow up

- Determine if your goal was met.
- List ways you would improve your project or planning for future reference.
- Share and publicize your efforts with others.

From: Handbook for Youth Centered Leadership. Future Homemakers of America, 1910 Association Drive, Reston, Virginia. 1982. Page 26.

THE PLANNING PROCESS

Identify concerns

Set your goal

Form a plan (who, what, when, where and how)

Act

Follow up

From: Handbook for Youth Centered Leadership. Future Homemakers of America, 1910 Association Drive, Reston, Virginia. 1982. Page 39.

class rules

CONCEPT: MAKING THE MOST OF MY RESOURCES

Decisions, Decisions, Decisions*
Managing and My Values and Goals*
Making the Most of My Money*
Managing on My Own

By: Mary H. Bruhschwein
Curriculum Specialist

"Making the Most of My Resources" is designed to assist students to develop managing and decision-making skills. Since management and decision-making are concepts taught throughout the home economics curriculum, the teacher may choose to teach these concepts initially as an introduction to skill development. As appropriate, management and decision-making would be applied to and reinforced in each of the remaining units. Emphasis in planning should be directed toward using the FHA/HERO Planning Process for Individual and Group Action in all home economics life skill areas. This reference is included in the "Welcome to Home Economics Life Skills and FHA/HERO" section.

The section entitled "Managing on My Own" is directed toward developing student skills of independence in managing on their own. This section is particularly appropriate for students who may be described as "latch key" children.

TOPIC: Decisions, Decisions, Decisions

STUDENT OBJECTIVES:

Identify personal decisions which are made.

List the five steps in the planning process.

Identify personal resources: time, energy, and skills.

Identify ways of saving time.

Use the planning process for individual and group activity.

CONCERNS ADDRESSED:

Understanding my friends.

Understanding my parents.

Understanding other family members.

Understanding the opposite sex.

Being liked by those my own age.

Getting pushed into something I don't want to do by my friends or someone my age.

Being put down or teased.

Dealing with family problems.

Getting attention and respect from adults.

Being O.K. as a person.

Doing what girls (or boys) are supposed to do.

Understanding how I feel inside.

Developing hobbies or interests.

Doing well in school.

Having my own privacy.

Using time wisely.

Making decisions for myself.

Doing things for myself.

Getting more money.

Having things that are "in".

Drugs and alcohol.

Smoking.

LEARNING ACTIVITIES

(Handout) Ask students to keep track of all the decisions they made in a specified time period, such as: tonight from 4:00 to 10:00 p.m. Compare totals the following day. Discuss how frequently decisions are made. Identify areas where decisions are commonly made by class members. Identify areas where teens find decisionmaking the hardest. Identify areas where teen decisions are made by someone else.

Brainstorm all the decisions students have made today. Discuss the importance of decisionmaking.

Discuss ways to use the FHA/HERO Planning Process For Individual And Group Action. Point out uses for both individual and group (class) action. You may want to apply to an area where teens commonly make decisions, or to an area where teens have difficulties. (Example: having more money)

Identify and discuss personal resources: time, energy, money, and skills. Give examples of resources available to teens.

(Handout) Have students identify resources available in "My Resource Bank Today".

Have students identify one decision they have made today which was based on their resources. Ask students to identify one decisions they have made recently when they didn't consider their resources. Discuss results. Point out that decisions should be made based on personal resources.

Identify "Decision for the Day." Let students make a decision about class activities which will follow. Have them use the FHA/HERO Planning Process For Individual And Group Action. Have them identify personal resources (time, energy, money, and skills) which are available for group activity.

Break students into four groups. Have each group focus on one personal resource (time, energy, money, skills). For the resource assigned, have them list: ways teen can make the most of, and ways teens can waste. This could be titled: Tried and True Teen Time Savers, Tried and True Teen Time Wasters, Tried and True Teen Energy Wasters.

Have students pretend that they have just been informed their family is moving into a smaller house or apartment. Using the FHA/HERO Planning Process For Individual And Group Action, choose the seven things they currently have in their room which they would take with them.

(Handout) Have students make decisions about his/her personal life using the FHA/HERO Planning Process For Individual And Group Action. All decisions should be kept confidential.

(Application to Foods and You) Allow students, working in groups, to choose food which will be made during foods labs. Ask students to use the FHA/HERO Planning Process For Individual and Group Action.

(Application to Foods and You) During the foods unit, have one lab devoted to comparing convenience foods versus foods from scratch. Have students develop an evaluation form to use in making this comparison. Compare costs of time, energy, money, and skills required to make each food. Discuss how we weigh our resources and make a decision to conserve resources.

(Application to Human Development and Relationships) Plan a special family activity using the FHA/HERO Planning Process.

(Application to Caring for Children) Develop a list of items including toys, books, and games which would be appropriate for a child for whom you babysit. Use the FHA/HERO Planning Process as a guide. Be sure to state the age of the child.

(Application to Clothes and You) During the clothing unit, ask students to compare the cost of buying jeans from different price ranges.

(Application to Foods and You, and Clothes and You) Discuss the importance of using time efficiently during labs. For one lab ask students to work in pairs, with one student the "doer" and one student the "watcher". Using a diagram of the room, ask the watcher to trace the steps of the doer. Later discuss wasted energy (Such as: extra steps, not being organized), and identify suggestions for improving the way we use our time and energy. (LeAnn Powers, Wahpeton)

(Application to Clothes and You) Ask students to brainstorm items that they currently buy which could be sewn, or made by hand. Compare costs of buying versus making yourself, be sure to include both the cost of the materials and labor for hand made.

(Application to Clothes and You) At the close of a construction project, divide students into two teams. Have one group debate the pros of constructing a project by hand. Have the other debate the pros of purchasing the item they made.

During the legislative session, have students trace the steps of one piece of legislation affecting a consumer. Discuss the effects this legislation would have on the consumer, and businesses.

(Handout) Survey the different perceptions of time using the handout "Time On My Hands". (Julie Koepf, UND student)

Using 3x5 cards, write a character on each card. (Examples could be: a 3 year old at bedtime, a farmer during harvest, a doctor on the way to deliver a baby, an elderly person who is unhealthy.) Ask students to describe the perception each character has of time. (Julie Koepf, UND student)

Discuss the meaning of the quote "Well begun is half done" (Aristotle, 325 B.C.). Be sure to call attention to the date.

Discuss the commonly used phrase "Time is money" as it relates to individuals such as a homemaker, a factory worker, a teacher, or a student.

Name ____________________

My Personal Resource Bank Today

Directions: Everybody has personal resources. These resources include personal time, energy, money, and skills. In the space below, list and describe the resources that you have available today.

My time

My money

My energy

My skills

Name ______________________

Time on My Hands

Time is ...

If I had one more hour every day, I would ...

Being late shows ...

Whoever invented the clock was ...

When it comes to time, my friends are ...

When it comes to time, my mom (or dad) is ...

When it comes to time, I am ...

When someone is late to meet me, I ...

If I had my way, I would change days so that ....

Right now I manage my time ...

I wish I had
MORE
LESS
SAME AMOUNT OF
time.

TOPIC: My Values and Goals

STUDENT OBJECTIVES: Differentiate between values and goals, as related to managenemt.

Describe personal value system, regarding management.

Define personal goals as related to his/her personal resources.

Identify differences between personal wants and needs.

CONCERNS ADDRESSED: Understanding my friends.

Understanding my parent(s)

Understanding members of the opposite sex.

Getting pushed into something I don't want to do by my friends or someone my age.

Being put down or teased.

Dealing with family problems.

Getting attention and respect from adults.

Understanding how I feel inside.

Doing well in school.

Making decisions for myself.

Doing things for myself.

LEARNING ACTIVITIES

Post the following definitions: "Values are something you believe in, and usually pattern your life around". "Goals are what you aim to achieve because of what you value". Discuss the definitions and have students give examples of values and goals they have.

Assign students, in groups of two, to watch a popular television program making a list of values of each character in the show. Discuss ways the characters reflected their value system.

Pass out a piece of lifesaver candy to each student. Based on their current feelings ask them: "Who or what is a lifesaver to them right now?" Perhaps it is a best friend, a pet, school, or some activity in which they are involved. Discuss that what is important to you is a reflection of your values.

Have students discuss with parents the things that were important to them when they were in junior high school. Have a class discussion the following day on how values have changed over the years, and what values have remained the same since that time. (Examples: music, sports, clothes, entertainment.)

Have students pretend that they are going to lend a complete stranger $175. They have the opportunity to find out one thing about this person. Ask: What would they want to know? Compare responses. How is this a reflection of personal value system. Are they trusting lenders? Are they concerned about getting the money back? Does this say anything about their value system?

Discuss how personal spending habits are influenced by our values. Ask each student to reflect back to the most recent purchase. How did the student feel when making the purchase? Did the student seriously consider the purchase before buying? Did he/she feel satisfied, pleased, regret or guilt after the purchase? Did he/she try to justify the purchase through various statements? (Such as: "It was on sale." "I will use/wear it a lot.") What does this say about the value system we have toward spending money? Point out the different feelings expressed.

Define long term goals and short term goals. Ask students to relate how long and short term goals are used in events such as a hockey game, a musical, a basketball game, a race, or as you prepare for a final test. (Example: The long term goal is to win the state hockey title. Short term goals would include win tonight's game, playing defensively, keeping the puck from the opponent, refraining from getting penalties. Note that short terms goals change frequently before the long term goal is met. (For examples: If the opponent scores, the short term goal will be to score a goal also.)

Have students pretend they could do anything they wanted to before they die. List three things that they would like to do. When students have completed their lists, have them write at least two steps they could today which would get them closer to achieving these goals.

Discuss the Spanish phrase "¡Que Sera Sera!" Point out this means literally, "whatever will be, will be." Discuss this statement as a way to manage one's life. Have students identify areas of their lives when they use this philosophy. Ask: If you use "Que Sera, Sera," all the time, are you more likely to plan your life, or just let things happen to you. Point out in some areas that it is O.K. to practice Que Sera, Sera.

(Handout) Using the handout "My Goals" discuss the goals that each student has. This sheet can also be used to discuss the difference between long-term and short-term goals.

Ask students to pretend that they live alone on an uninhabited island. In three minutes list twenty things they would like to have with them, excluding people. Have them examine the list and cross off anything that is not a necessity. Use this activity to discuss wants versus needs.

Name ____________________

MY GOALS

Directions: Complete the following activity by identifying something you would like to accomplish (or to have accomplished) for the time period listed.

Five years ago ...

Tomorrow, I want to ...

Next summer, I'd like to ...

In six years, I hope I ...

My biggest dream in life is to ...

TOPIC: Making the Most of My Money

STUDENT OBJECTIVES:

Analyze personal spending habits.

Write checks, keep a record of checks, and reconcile the checkbook with a bank statement.

Identify factors which influence the way one spends money.

Describe the influence advertising has on consumer decisions.

Describe consumer rights and responsibilities.

Analyze the consequences of shoplifting.

Identify jobs for oneself based on personal resources.

CONCERNS ADDRESSED:

Understanding my friends.

Understanding my parent(s).

Understanding other family members.

Understanding the opposite sex.

Getting others to listen to me.

Being liked by those my own age.

Getting pushed into something I don't want to do by my friends or someone my age.

Dealing with family problems.

Getting attention and respect from adults.

Helping people.

Understanding how I feel inside.

Using time wisely.

Making decisions for myself.

Doing things for myself.

Getting more money.

Understanding the economy.

Having things that are "in".

APPLICATION: Math

LEARNING ACTIVITIES

(Bulletin board) Controlling Your Overall Spending. (A pair of overalls can serve as the background.)

Break students into two groups. Have one group list as many sources of income for teens as they can. Have the other group list as many areas for teen spending as they can. Limit the time to develop their lists. Encourage them to be quiet in order not to give clues to the other group. Share lists. Discuss lists. Point that there are usually more possibilities for spending money than there are possibilities for earning money.

Define income as the money or other gain received for labor or services.

(Handout) Ask students to keep track of income and expenses during one week's time. Are students surprised at the totals? Break down items purchased into categories. Discuss high categories, and low categories. Could these categories change?

For student records of income and expenses, have the identify who influenced their spending most.

Obtain sample checkbooks available at most banking institutions to demonstrate how to write and balance checkbooks.

Invite a bank representative in to demonstrate how to write checks, keep a record of checks, and reconcile the checkbook with a bank statement.

(Bulletin board) Anatomy of a Checkbook

Play "Monopoly" with checkbooks instead of cash. This will give students practical checkwriting experience, and will also be a true to life experience. (Pam Peterson, Grand Forks)

Ask each student to bring in an ad or label that he/she feels is appealing. Hang these ads so that all class members can see. Discuss what qualities make the ads appealing. Ask students to then select an ad they feel is unappealing. Again post the ads, and compare and contrast the qualities of each.

Have students design an ad for a product they will be introducing into the market. The ads should include some of the things that they felt were appealing in ads they had previously evaluated.

In three minutes, ask students, in pairs to write as many advertising slogans as they can remember. What makes students remember these ads? Is it a good ad if you remember the slogan? Does the slogan influence the way you spend money?

(Handout) Using "Ads...Ads...Ads" ask students to complete as many slogans as possible. Compare the number of hours each student watches television with the number of slogans he/she could complete. Point out that figures in the 1984 World Almanac indicate the average teenager watched 27 hours of television a week in 1984.)

Discuss the following statistics found in the 1984 World Almanac: (1) The average junior high student has seen 2 million commercials. Discuss how this influences our lives. (2) By the time children graduate from high school, they will have spent more time in front of the television than in the classroom.

Ask each student to estimate the total replacement cost of what he/she is wearing using. Be sure they include the cost of shoes and accessories. Have students verify the cost using catalogs. Are students surprised at the cost of the outfit? If working at minimum wage, how long would it take to purchase this outfit? Do the students take good care of this "investment"?

Inform students that the sanitation department has just labeled their room "condemned" or a "hard hat area". Without tallying the cost of any items, have the students guess what it would cost to replace exactly what they currently own. Have students tally the actual cost of replacing their possessions. Include shoes, and other accessories, furniture they own, records, tapes. Compare the estimated replacement cost and the actual replacement cost.

Explain the concept "impulse buy". Ask if anyone has bought something impulsively in the past week. If so, what was the purchase? Was the student satisfied with the purchase? Why or why not?

Discuss with students the following statistic: In 1983 teens spent approximately $45 billion. If you lay these dollars end to end, they would wrap around the earth 140 times! Discuss the impact this has on the economy. Discuss the things teens generally purchase. How do producers gear advertising toward the teenage market?

Ask students if they have ever been shorted on change. Since students often have difficulty counting change, set up situations when students purchase an item or service and must receive change. Point out how easy it is to be cheated if they don't count change following a purchase. (Ficki Neuharth, Bismarck)

Have students identify teen consumer rights and responsibilities, and business rights and responsibilities.

Invite a social worker, store manager, and a police officer in for a panel discussion on shoplifting. Have them address consequences of shoplifting and the effect on the shopper.

Tally the number of students who have shoplifted something by asking them to answer the question anonymously on paper. Are students surprised at the number of people who shoplift? Discuss the punishment of shoplifting in your community.

Look through want ads. Identify part time jobs for teens available in the community.

Brainstorm types of jobs teens might perform to earn money at different times of the year. (Examples: spring: rake lawns, help with housecleaning; summer: mow lawns)

Brainstorm ways to raise money as individuals or as a group. Based on the FHA/HERO Planning Process For Individual And Group Action, choose one or more of the activities to incorporate during the school year. This activity can also be used for fund raising for FHA/HERO.

Have a panel discussion on where to find a job which interests you, what to do when applying for a job, and what to wear to a job interview. Panel members should include employers, employees, and perhaps someone currently looking for a job.

$$$$$

MY WEEK'S FINANCIAL RECORD

Name ____________________

Day	Income	EXPENSES						
		Food	Clothes, Shoes, Accessories	Personal Care	Recreation	Reading Education	Savings	Other
	.	.	.	.	.	.	.	.
	.	.	.	.	.	.	.	.
	.	.	.	.	.	.	.	.
	.	.	.	.	.	.	.	.
	.	.	.	.	.	.	.	.
	.	.	.	.	.	.	.	.
	.	.	.	.	.	.	.	.
TOTALS	.	.	.	.	.	.	.	.

Total Income ____________________

– Total Expense ____________________

Balance ____________________

$$$$$

Name ____________________

Ads, Ads, and Still More Ads

Directions: Listed below are slogans for products most of us hear every day. Complete each slogan by naming the product it represents.

1. It's the real thing. ____________________
2. When you care enough to send the very best. ____________________
3. Oh what a feeling. ____________________
4. Reach out and touch someone. ____________________
5. It's a natural. ____________________
6. It's so rich, and thick, and chocolate that you can't drink it slow. ____________________
7. The San Francisco treat. ____________________
8. It costs a little more, but I'm worth it. ____________________
9. The quicker picker upper. ____________________
10. What product boasts of being 99 and 44/10% pure? ____________________
11. Takes grease out of your way. ____________________
12. Let the wide stick give you the edge. ____________________
13. The breakfast of champions. ____________________
14. Uncommonly good, wherever they come from. ____________________
15. The thrill of victory, the agony of defeat. ____________________

Answers to Ads, Ad, and Still More Ads

1. Coke
2. Hallmark
3. Toyota
4. AT & T
5. Milk
6. Quik
7. Rice-A-Roni
8. Clairol
9. Bounty
10. Ivory
11. Dawn
12. Mennen Speed Stick
13. Wheaties
14. Keebler
15. Wide World of Sports

TOPIC: Managing On My Own

STUDENT OBJECTIVES:

Identify situations when early adolescents must manage on their own and are responsible for their own and others' care and welfare.

Determine what a latch key child is; relate to experiences early adolescents have in managing on their own.

Determine positive and negative effects of early adolescents and children managing on their own.

Identify factors which would make the experience of managing on one's own a positive and rewarding one.

Develop and publicize tips to support early adolescents and children managing on their own.

CONCERNS ADDRESSED:

Understanding my friends.

Understanding my parent(s).

Understanding other family members (Example: sister).

Getting others to listen to me.

Getting pushed into something I don't want to do by my friends or someone my age.

Dealing with family problems.

Getting attention and respect from adults.

Helping people.

Being O.K. as person.

Understanding how I feel inside.

Developing hobbies or interests.

Doing well in school.

Having my own privacy.

Eating the right foods.

Losing (or gaining) weight.

Fixing food myself.

Using time wisely.

Making decisions for myself.

Doing things for myself.

LEARNING ACTIVITIES

Brainstorm situations when students must manage on their own.

Have students list the different times within the last week when they have managed on their own. Have them identify how long and why they managed on their own, what they were supposed to do, and if they were responsible for others during this time period.

(Teacher reference) Define what is meant by being a "latch key" child. Discuss why early adolescents and children must manage on their own, why latch keyism has been downplayed in the past. Point out that this is an increasingly common situation.

(Handout) Break students into two groups. Have one group brainstorm "pluses" of early adolescents managing on their own. Have the second group brainstorm "minuses" of managing on their own. In the discussion that follows, be sure to emphasize the positive.

Play "Good News, Bad News". For each negative or minus identified, find a positive aspect. (Example: "Being home alone for two hours is Bad News, but it can be Good News because I can practice my trumpet without bothering anyone.")

Have the students list problems they have encountered when they have managed on their own. These could be done on separate slips of paper. Put the slips into a box. Have the students draw problems from the box, then come up with solutions.

(Teacher reference) Have the students develop "Rules When I'm On My Own".

(Teacher reference) Cut apart situations from "What Would You Do If---". Divide students into pairs. Have each pair draw two situations. Have them come up with solutions.

(Handout) Have students complete "It's Okay To Have Fears---Everyone Has Them."

(Handout) A comment of latch key child is: "There is nothing to do!" Have students brainstorm a list of things to do. Have students circle those which are most appropriate to them.

Have students identify what they have learned from managing on their own.

Have students develop a list of guidelines for children and/or early adolescents when they are left at home alone.

Have students interview parents whose children spend part of the day at home alone. What are parent concerns? Compare those with concerns identified by students.

Have students develop a form for basic information for latch key children. This would include phone numbers of parents, emergency information.

(FHA-HERO activity) Have students develop a support system for latch key children/early adolescents and their parents in the community. Use "Guides for Parents of Young People Who Manage on Their Own" as resource materials.

Note: Preliminary drafts of reference materials for this section were developed by UND students Kris Burkhardt, Jane Gause and Joyce Porter.

Topic: Managing on My Own

REFERENCES FOR HANDOUTS AND RESOURCE MATERIALS

Bergstrom, J.M. School's Out---Now What? Creative Choices for your Child. Berkeley, California: Ten Speed Press, 1984.

Chaback, E., and Fortunato, P. The Official Kids' Survival Kit: How to Do Things on Your Own. Boston, Massachusetts: Little, Brown and Company, 1981.

Lefstein, L.M., and others. 3:00 to 6:00 P.M.: Young Adolescents at Home and in the Community . Chapel Hill, North Carolina: Center for Early Adolescence, University of North Carolina at Chapel Hill, 1982.

Long, L., and Long, T. The Handbook for Latchkey Children and their Parents. New York: Arbor House Publishing Company, 1983.

Swan, H., and others. I'm in Charge: A Self-Care Course for Parents and Children. The Johnson County Mental Health Center, 15580 S. 169 Hwy, Olathe, Kansas 66062.

ADDITIONAL REFERENCES

Teacher References

Half a Childhood: Time for School-Age Child Care. School Age Notes, P.O. Box 120674, Nashville, Tennessee 37212.

Kyte, Kathy S. In Charge: A Complete Handbook for Kids with Working Parents. Knopf Publishing, 1983.

PhoneFriend. Special program developed through the American Association of University Women. Information is available by contacting PhoneFriend, P.O. Box 735, State College, Pennsylvania 16804.

School-Age Child Care: An Action Manual. Auburn House Publishing Compnay, 131 Clarendon Street, Boston, Massachusetts 02116.

Teacher reference

Latch Key Children

FACT SHEET

Latch key children...

Include 5 to 10 million children and early adolescents between the ages of 6 and 13.

Are those children and early adolescents regularly left unattended to supervise themselves (and younger brothers and sisters) for some part of the day.

Are left alone an average of 2-3 hours a day, either before or more commonly after school.

Are from many family types, with 2 out of 5 from dual-career families, and 1 out of 5 from single parent families.

The number of latch key children has increased in recent years because of the...

Increase of urbanization.

Greater likelihood of both parents working outside the home.

Increase in single parent households.

Decline in the availability and reliance of the extended family support system

Increase in family mobility.

Children are left in self-care because...

The parent feels the child is old enough.

Self-care is believed to be the least stressful care situation.

The parent cannot afford day care or after school program costs.

Day care facilities or caregivers are not available.

Latch keyism has been downplayed in the past because...

Parents feel guilty about leaving children unattended.

Latch key children have not been visible. They have been told to stay home alone, not to answer the door, or not to let others know they are alone.

The American ethic supports that family situations should be resolved within the family.

Programs for latch key children are expensive to families and to the political system.

Teacher reference

"Pluses" and "Minuses" of Managing on My Own

"Pluses"

May develop greater independence
Has greater responsibility
May develop greater reliability
Has opportunities to be creative
May develop greater self-control
May develop greater self-reliance
May develop increased sensitivity to other's needs
May develop common sense
May have increased confidence in ability to care for oneself and/or siblings
May develop a positive self-concept
Has increased opportunity to practice life skills
May learn to use time more appropriately
Can prepare for future separation from parents
May learn to solve problems
Makes decisions
May be viewed as positive role models to others
Contributes to family in area of need

"Minuses"

May not know how to act appropriately in an emergency
May have greater fears
May have increased feelings of loneliness
May have too much responsibility too soon
May fight with siblings, or deal with siblings inappropriately
May be unable to complete homework or assigned tasks without supervision or assistance
May watch too much television
May have less time to play with friends
May experience decreased feelings of belonging
May not spend time alone constructively

NAME ______________________

RULES WHEN I'M ON MY OWN

____ HAVE YOUR OWN KEY AND AN EXTRA AVAILABLE.

____ LOCK DOOR.

____ CALL PARENT.

____ COMPLETE HOMEWORK.

____ HAVE FRIEND(S) OVER ONLY AS ALLOWED.

____ DON'T FIGHT WITH BROTHERS AND SISTERS.

____ POST AND FOLLOW FIRE SAFETY RULES.

____ POST AND FOLLOW FIRST AID GUIDELINES.

____ POST EMERGENCY PHONE LIST.

____ USE APPLIANCES AS PERMITTED AND INSTRUCTED.

____ TALK ON PHONE AS PERMITTED.

____ FIX FOOD ONLY AS OKAYED.

____ POST EMERGENCY PHONE LIST.

____ PRACTICE SAFETY.

Teacher reference

What Would You Do If - - -

1. You are supposed to call your parent by a certain time and the telephone is dead.
2. You lose your house key on the way home from school.
3. The door slams locked while you are outdoors and the key is in the house.
4. You are washing a load of clothes and the washing machine makes loud noises and then overflows.
5. You receive annoying phone calls.
6. You smell gas in the house.
7. A stranger comes to the door and asks to use the phone.
8. You see a mouse in the house.
9. You come home from school and find the house had been broken into.
10. Something catches on fire in the oven.
11. Your younger brother/sister swallows something and you are not sure what.
12. Your younger brother/sister is bitten by the neighbors dog.
13. You seriously injure yourself while alone.
14. Your younger brother/sister come home from school very ill.
15. You are asked to be on the school newspaper staff but it requires staying after school two afternoons a week.
16. You are very responsible in carrying out your obligations at home but your younger brother/sister is not.
17. You have so many home responsibilities that you do not have the time or energy to keep up with your school work.
18. You don't take time for breakfast in the morning and, consequently have a headache by 10:00 a.m.

19. You don't have anything to do after school and are bored.

20. Your friends want to go bicycle riding and you cannot reach your parent to ask if it's O.K.

21. You feel you should receive money for all of the extra chores you do around the house.

22. Your older brother and his friends smoke pot in the house after school.

23. Your younger siblings and you don't like to watch the same television programs and you have only one television set.

24. Your older sister has her boy friend over after school without permission.

25. Your older brother teases you all the time

NAME________________________

IT'S **OKAY** TO HAVE FEARS ---
EVERYONE HAS THEM !

HERE ARE SOME FEARS OF YOUNG PEOPLE WHO MANAGE ON THEIR OWN:

AFRAID TO BE ALONE
FEAR OF A FIRE OR OTHER EMERGENCY
FEAR OF SOMEONE BREAKING IN
FEAR OF GETTING HURT

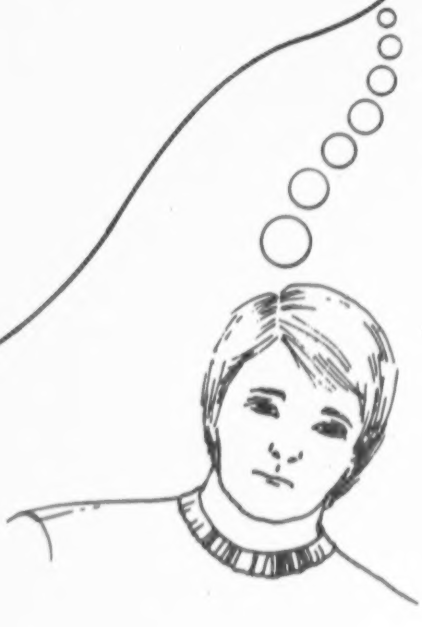
WHAT ARE YOUR FEARS ?

YOUNG PEOPLE WHO MANAGE ON THEIR OWN COPE WITH FEARS IN DIFFERENT WAYS. THEY MAY:

WATCH TELEVISION WITH THE VOLUME TURNED UP
HAVE LONG TELEPHONE CONVERSATIONS WITH FRIENDS
EAT A LOT
WORK ON HOBBIES OR SPECIAL INTERESTS

HOW DO YOU COPE ?

WHAT ARE SOME POSITIVE (HELPFUL) WAYS OF DEALING WITH FEARS OF YOUNG PEOPLE MANAGING ON THEIR OWN ?
(EXAMPLE - TALK ABOUT FEARS WITH PARENTS.)



Name ____________________

What To Do When There's Nothing To Do

Household Helps

Cook microwave or no bake recipes
Prepare family dinner
Organize closets, drawers, shelves
Do chores
Wash clothes
Babysit
Pet sit

Hobbies or Special Interests

Read books, magazines
Build models
Put together puzzles
Complete puzzles
Paint or draw
Knit, sew, crochet
Collect things
Watch television
Excercise
Plan events
Write letters
Play with pet
Listen to records
Use home computer
Play games

Teach Someone Something or Learn Something New

Bike rules
First aid
Magic tricks
Musical instrument
Tell time to brother or sister
Tie shoes
Card tricks
Homework

Fix or Mend Something

Bike
Toys
Clothes

Guides for Parents of Young People Who Manage on Their Own

QUESTIONS PARENTS SHOULD ASK

Several factors contribute to a successful latch key experience. These factors include your son or daughter's personality, intellectual maturity, emotional maturity, time spent alone, and open communication with you.

Questions parents should ask in determining whether a son or daughter is ready for self-care would include:

1. Is your son/daughter old enough to handle the responsibilities of self-care?
2. Will your son/daughter be responsible for the care of younger siblings?
3. How much time each day will your child be alone?
4. Do you consider your neighborhood safe?
5. Is there a trusted adult living nearby who your son/daughter can rely on in an emergency?
6. Has your son/daughter demonstrated behaviors that have disturbed you such as experimenting with dangerous substances or violent/aggressive behavior?
7. How close is your relationship with your son/daughter?
8. How much does your son/daughter tell you about the happenings occurring in his/her life?

Guides for Parents of Young People Who Manage on Their Own

TOPICS FOR DISCUSSION WITH YOUR SON OR DAUGHTER

1. Explain the reasons for self-care.

   Why are parents (or is the parent) working or not available?
   Why aren't other arrangements possible?

2. Keys

   Will your son/daughter carry a key?
   Where will an extra key be stored?

3. Rules

   Does your son/daughter have to come directly home?
   Do you want him/her to call you once they are home?
   Should the door be locked?
   How should the door be answered, if at all?
   Can he/she have friends over?
   Can he/she visit friends?
   What foods or snacks are appropriate "after school munchies"?
   Can appliances be used?
   How far from home can he/she walk or bike?

4. Homework

   Must homework be completed by the time you get home, or does your child pick the time to study?

5. Chores

   Are there specific duties each child must do?
   Can they "trade" jobs?

6. Television

   Is he/she limited to a certain number of hours?
   Is he/she limited to specific types of programs?

7. Telephone

How long can he/she use the telephone?
What type of information should be given or should not be given to strangers?
What are procedures for taking messages?

8. Safety procedures

What procedures should he/she follow in the event of:
- severe weather,
- break-in or burglary,
- fire,
- accident or injury, or
- illness?

Guides for Parents of Young People Who Manage on Their Own

A FEW DO'S

1. Set rules.
2. Teach older siblings to nurture, care and listen, not just be the disciplinarian of younger brothers and sisters.
3. Limit the number of decisions older siblings can make.
4. Make advance decisions before difficulties arise. Anticipate problem areas.
5. Schedule regular family meetings to discuss concerns and problems, to provide reassurance and to evaluate the situation.
6. Keep lines of communication open.
7. Remember that the latch key experience is meant to be a positive step toward adulthood when your son or daughter can say, "Yes, I can manage on my own."

CONCEPT: FOOD AND YOU

Food: It's Your Choice
Effect of Food on Me
Snacks
Preparing Snacks

TOPIC: Food: It's Your Choice

STUDENT OBJECTIVES: Describe influences on personal food choices.

Identify influences which can lead to wise/unwise food choices.

CONCERNS ADDRESSED: Doing what girls (or boys) are supposed to do.

Eating the right foods.

Losing (or gaining) weight.

Making decisions for myself.

APPLICATION: Science

LEARNING ACTIVITIES

(Handout) Have students complete "Food and Me". Discuss and compile information. Identify if any common family meal patterns emerge. Information from this section can be used to plan additional learning activities.

Collect cartoons (or have students collect cartoons) showing influences on food choices, such as family, peers. Use as a basis for discussion or bulletin board.

Assign students to ask one peer and one adult: "Other than hunger, why do people eat?" The following day, share the information gained on reasons why people eat (examples: to be accepted by others, like taste of certain foods, to be with other people, because of frustration or anger, because the food is there).

(Handout) Have students complete "Mmm...My Favorite Foods." To begin with, have them identify 15 foods they love to eat. Set a two minute time limit. Then, have them identify which foods they are more likely to eat with their family, with their friends, and/or by themselves. Have them check which foods have the most/least nutritional value. In the discussion that follows, ask if they are more likely to eat foods with most/least nutritional value in any particular setting.

Have students identify one food they think they will never like. Discuss that tastebuds change.

Collect food ads and sort into catgories, such as: ads that promise popularity, strength, beauty, weight loss. Analyze the subtle tricks that are used to depict the ideal male and the ideal female. Discuss the effects of advertising on males/females.

Divide students into groups. Have one (or more) groups brainstorm food choices of females or males. Post and compare lists. What are similarities and differences? Is there an emphasis on meats for males, and low calorie for females? Why are there differences? What are the consequences? Discuss that because females are more likely to diet, they may be more likely to have nutritional deficiencies.

(Bulletin board) Have students bring in ads which are aimed at influencing young people's food choices. Discuss tactics that are used to influence young people (such as appearance).

Divide students into groups. Set a time limit and have groups come up with the longest lists of: what foods are considered to have magical qualities, what diets help one lose weight, what foods athletes should/should not eat.

Brainstorm people, situations, and traditions that may cause (or have caused) them to make food choices. Identify which foods have the greatest/least nutritional value.

Role play situations in which young people are influenced to make unwise food choices. Focus on whose choice it really is: "Food: It's your choice."

Divide students into groups of 4-5 and brainstorm why food choices are made. Using colored paper, have students cut out shapes such as boxes, cans, or bags, and write one or two word answers to the question ("Why do you eat certain foods?") on each container. Have students discuss the reasons and then place the containers on a bulletin board to resemble a grocery shelf. (Karen Roach, Carrington).

Survey other students concerning their food habits. Publish the results in the school newspaper, community newspaper, or using a special flier ("Nutrition News: How 7th Grade Schroeder Raiders Stack Up").

Brainstorm reasons why people follow fad diets. Classify as to whether they are good reasons or bad reasons.

Assemble food pictures, models, or containers. Have students pick out five favorite foods from those represented that they would like to eat today. Ask: Why did you choose the foods you did? Write list of reasons on the board or white paper. Discuss: Was nutrition a consideration? Which of your favorites had the most/least nutritional value? Are any of your choices also choices of your friends?

Have students name one thing they ate in the last 24 hours because they were influenced. Identify the influence (friends, family). Was this a wise food choice or an unwise food choice?

FOOD AND ME

1. My name is ____

2. My age today is ____

3. These are people living in my home and their favorite foods:

Names	Ages	Favorite Food

4. These are times when I usually eat:

Time	Meal or snack

5. This is the number of times during the day that members of my family generally eat together (circle).

1 2 3 4 5 6 7 8

6. This is the number of times during the day that I usually eat away from home (circle).

1 2 3 4 5 6 7 8

7. My favorite food is ____________________________, because

____.

8. My least favorite food is ______________________________,

because ____.

9. The following statement best describes me now:

Check one:

______ I want to stay the same weight.
______ I want to lose weight.
______ I want to gain weight.
______ I don't care about my weight.

10. Have you ever been on a diet? (Circle) YES NO

If yes, describe.

Do you think that you will ever be on a diet in the future? (Circle) YES NO

11. My favorite foods when I eat at home are:

12. My favorite foods when I eat away from home are:

13. A food I will never like is:

14. One food I like today that I used to dislike is:

Name________________

MMMMM...My Favorite Foods

These are my 15 favorite foods.

		FAMILY	FRIENDS	SELF	+/-
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Under the columns indicated, check those foods that you are most likely to eat:

With your family
With your friends
By yourself

Under the column marked "+/-", mark those foods which are most nutritious with a "+" and those foods which are least nutritious with a "-".

TOPIC: Effect of Food on Me

STUDENT OBJECTIVES:

Describe the functions and sources of the six essential nutrients.

Give examples of foods in the food groups; list the main nutrients supplied from each food group.

Identify foods which contribute to empty calories.

Judge whether a meal and a 24 hour food intake meet the Recommended Daily Allowances (RDA); suggest changes to meet these requirements.

Accept that eating habits today have long term consequences.

CONCERNS ADDRESSED:

Being O.K. as a person.

Understanding how I feel inside.

Doing well in school.

Growing/not growing like my friends.

Eating the right foods.

Losing (or gaining) weight.

What I look like.

Making decisions for myself.

My health.

APPLICATIONS: Science, Math

LEARNING ACTIVITIES

Encourage students to bring in news articles that relate to the effect of food on people. Begin each class period with a discussion of articles, or set aside one day a week for articles.

(Handout) After the students have completed the handout ("Making the Best of Me"), have them circle the features about their appearance that they like or would like to change. Discuss factors about appearance that are related to what we eat. Collect the papers and compile those changes mentioned most frequently. (These changes could provide a basis for lessons/examples that follow.)

(Handout) Have student read and complete "Your Best Self".

Discuss how younger children (siblings, children they babysit for) act just before they are fed. If they act whiny or fretful, what are reasons for this?

Discuss what students have observed about the effects of food on themselves. Use questions such as: If you haven't eaten for a while, how do you act? Have you noticed any difference in the energy you have for classes at different times of the day? How does this affect your performance? Relate how a car must have fuel and maintenance to how a person needs food for fuel and maintenance. Also, discuss how the effects may not be apparent until later in life.

(Handout) Have students complete "My Energy Ups and Downs". In this activity students keep a 24 hour record of when they eat and how they feel mentally and physically during the day: highest energy, moderate energy, lowest energy. Discuss the relationship between when they eat and how they feel. Have students look for commonalities and uniquenesses in cycles. What happens if they skip meals? If students who have skipped meals experience high energy levels, they are probably operating on adrenalin and food reserves.

Have a panel (such as a dietitian, coach, athlete) talk about how food relates to growth, appearance, and performance. Be sure to screen panel to include speakers who have appeal to young people, but also will give accurate information.

(Bulletin board) "You Are What You Eat."

Give each student a piece of pizza. Have them list the nutrients in pizza. Decide which part of the body each nutrient goes after digestion. (Betty Krom, Enderlin)

List (or have the students list) 10 facts about early adolescent/adolescent nutrition. Divide students into groups of 2-3; give each group one or more facts. Have them discuss this and identify how this relates to students in their school.

(Bulletin board) "The Case Of The Incredible Shrinking Woman". See reference following this section.

Discuss osteoporosis. Explain that this condition in adult women stems in part from calcium deficiencies in the teenage years. Do any of the students have older family members who have a pronounced stoop?

Have a grandparent talk about having osteoporosis and its effects.

Try to get the students sensitive to the long term implications of nutrition and health. At the beginning of a class period, have students close their eyes and forget all the events of the day. "Relax." Have them think back to before they entered the 7th grade. Prior to the 7th grade, were there any events that occurred to them or actions that they took which affect them today, and may affect them in the future? (This could include a move, a change in the family.) Have them raise their hands. Conclude with a discussion that some of the actions that they are taking today about food will affect them in the future.

Pass out and discuss "Guide to Good Eating". Why are these recommended amounts? Why are some foods considered "others"? (From: National Dairy Council, Rosemont, Illinois 60018. 1978)

Have a "Nutrient Election". Have students either individually or in groups of two choose a nutrient to research and present to the class. The report should include a "platform" based on student concerns (such as, how this nutrient affects appearance or health). Encourage students to begin statements with "If elected, I will.." After reports, have students vote on best presentation. (Adapted: Jane Brown, Leeds)

Have students present lessons to elementary students on nutrition. Puppets could be used to talk about nutrients.

(Bulletin board) "Signals for Good Eating."

(Handout) Discuss "Nutrient Go-Power". Have students relate to concerns. Also, have them circle foods that they like.

Give students a small piece of food to eat. Ask students to trace what is happening to that piece of food during the process of digestion. (Betty Krom, Enderlin)

Show a transparency or wall chart of the human digestive system. Explain how digestion occurs.

Conduct an experiment to show calcium deprivation. Have the students get a chicken bone and place it in a jar. Add enough acid (such as vinegar or dilute hydrochloric acid) to cover the bone completely. (If you use the dilute hydrocholoric acid, be especially careful not to spill any on your skin.) Leave the bone in the acid for 2-3 days. Then wash it off well. Ask the students: What happened to the bone? Answer: The acid dissolved the calcium out of the bone. From this experiment, what is the role of calcium in the body? (Deb Gebeke, Dakota at Arthur)

(Handout) Conduct experiments individually or in teams of two on "Nutrients on Trial: You Are the Judge!" Students will identify whether or not sample foods are high in protein, starch, sugar, fat.

(Handout) Conduct experiment on Vitamin C concentration from "Nutrients on Trial: You Are The Judge!" You will need to have samples of juice varying in Vitamin C concentration (orange, apple, grapefruit, tomato, water, milk, apricot nectar, Kool-aid). You will also need to prepare a test solution. (Gradually add 2 C. water to 2 T. cornstarch. Bring to boiling. Cook for 3 min. and cool. Add 1 tsp. of this solution to 1/2 cup water and 1 drop tincture of iodine in a custard cup. Prepare as many custard cups as you have samples of juice.) Students will add the juices to be tested one drop at a time to the solution in the custard cup. When experiment is complete, discuss how foods vary in the concentration of a particular nutrient. Have students identify best sources of Vitamin C.

Set up learning centers for the students to conduct science experiments related to nutrition. This learning activity could be planned in cooperation with a science class. Use science experiments and posters from Food and Nutrition: Intermediate Science Unit. J. Weston Walch, Portland Maine, 04104. 1979.

Collect articles on conditions in later life which affect the way people act, look, feel that can be traced to food habits of the teenage years. Discuss if students know anyone in their families with these conditions.

Collect cereal boxes that are choices teens and their families eat (including sugary, natural). Divide the students into groups. Have them determine from the labeled information which nutrients are supplied in the greatest quantity.

(Software) Have the students test their favorite cereal for sugar content. (Food Facts, MECC, 3490 Lexington Avenue North, St. Paul, Minnesota 55112).

(Software) Have students use the software package "Grab A Byte". This includes "Grab A Grape" (simulated TV quiz show which tests students on food facts), "Have A Byte" (mystery game which enables students to solve cases based on knowledge of nutrients), and "Nutrition Sleuth" (mystery game which enables students to solve cases based on knowledge of nutrients). (From: National Dairy Council, Rosemont, Illinois 60018. 1983. Apple II plus or IIe)

Have students make "Nutrient" collages. Select students randomly to prepare collages on one of the various nutrients (Fats, Carbohydrates, Protein, etc.), using magazine pictures and nutritious words ("vitamins", "cheese"), etc. Hang up the collages to make a bulletin board of the various nutrients.

Play "Nutrition Old Maid". Nutrients, functions, and other nutrition information are matched using a standard deck of cards. Have students play in small groups. (Marge Belanus, Munich)

Play "Password" using the names of nutrients. (From: Food Preparation...For Home...For Food Service. Procter & Gamble Company, Cincinnati, Ohio 45214. 1983. Page 14)

Ask the students if any of them have ever counted calories. Why do people count calories? What are calories? What happens if people get too many/not enough calories?

Discuss the difference in fuel consumption for a car traveling 15 mph, 35 mph, 55 mph, 75 mph (or a house heated at 55 degrees, 65 degrees, 75 degrees). How does this relate to how you burn the fuel you get from food?

(Handout) Discuss "Calories and Activity Level". (From: Food: A Publication on Food and Nutrition by U.S. Department of Agriculture. Supt. of Documents, U.S. Govt. Printing Office, Washington, D.C., 20402. 1979)

(Bulletin board) Construct a bulletin showing the number of calories burned per minute of activity. Ask questions: How many calories would you spend in 30 minutes of biking? Your friend is overweight and wants to lose 30 pounds. What are two activities that would help in weight loss? Do you tend toward activities which burn more/fewer calories?

Play "Family Feud". Divide students into family teams. For each round that you intend to play, write four foods which supply similar calories on butcher paper or construction paper. At the beginning of the round, show one set of four foods. The team must identify the food which has the greatest nutritional value and explain why.

Have students measure a walking route to establish how often one would have to walk this route to lose a certain amount of weight. Other activities may also be identified in relation to weight loss. Publicize in school and community.

Have the students write down 5 favorite foods on a separate sheet of paper. Find out calories provided for each food in "Energy Supplied by Food". Would they classify any of the foods "empty calories"?

(Handout) Complete an analysis of daily calories consumed using the handout "I've Got Energy to Burn".

Analyze labels of food teens eat to determine the percentage of RDA of each food.

(Handout) Determine the student's nutrient and calorie needs ("Recommended Daily Dietary Allowances").

(Handout) Have students keep a 24 hour food intake record using "Food Groups Balance Sheet".

(Software) Calculate his/her daily calorie intake. Is the amount greater/less than the recommended amount? If you continued at the same rate, would you expect to lose/gain weight, or stay the same weight? Discuss activity level and caloric need. What changes would you make in diet? (Eat Smart. The Pillsbury Company, Pillsbury Center, Minneapolis, Minnesota 55402. 1981. Apple II plus or IIe.)

(Software) Analyze 24 hour food intake for RDAs. Is the amount for each nutrient greater/less than the recommended amount? If you continued at the same rate for these nutrients, what effect might this have on health, appearance, and performance? (Eat Smart. The Pillsbury Company, Pillsbury Center, Minneapolis, Minnesota 55402. 1981. Apple II plus or IIe.)

Have students survey class members who are not in home economics. Using a bulletin board, keep a record of nutrients which are adequate (+) versus those that are inadequate (-). Discuss if the nutritional characteristics of students surveyed were similar to what national studies report.

After conducting survey of peers, have students develop promotional materials to remind peers of the nutrients upon which they need to focus. For example, hang a sign in the school cafeteria or over pop machine: "50% of the Schroeder Raiders are not getting the calcium we need. Did you remember to drink your milk today?"

Set up a table in the school cafeteria or in a shopping area entitled "Calorie Counter". Offer the service of counting calories and determining RDA's for anyone interested. Use a program like Eat Smart.

Have students analyze 24 hour food intake of elementary students. Help elementary students to group foods eaten into food groups.

(Bulletin Board) Bring in fad diets students have tried. Discuss nutritional adequacy.

Have students analyze 24 hour food intake of interested parents or other adults. Have students give feedback on nutritional adequacy of the adult's diet.

Have students analyze a 24 hour food intake of a person on a fad diet. Have students analyze nutritional adequacy of this diet.

Have students analyze mom or dad's favorite diet for nutritional adequacy.

Discuss dieting success stories from popular magazines. Discuss the nutritional adequacy of the diets shown.

Discuss eating disorders and teens (e.g., anorexia nervosa). Have an anorectic talk to the class.

(Handout) Conduct a rat experiment showing the value of a well balanced diet. Experiment could be done with a science class. Special attention should be given to school and community guidelines for such projects.

Have students enter a science fair on a project related to nutrition. This could be done in conjunction with science classes. Information on science fairs is available through the school science teacher(s).

Plan a special activity during the American Dietetics Association sponsored "National Nutrition Time" in March. Contact your local hospital dietetian for information on the annual theme. Explore opportunities for cooperative projects.

Topic: Effect of Food on Me

ADDITIONAL REFERENCES

Teacher References

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Student References

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Filmstrips

Food To Grow On: Nutrition From Newborn To Teens. Tupperware Educational Services, P.O. Box 2353, Orlando, Florida 32802.

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Nutrition: Foods, Fads, Frauds, Facts. Guidance Associates, 757 Third Avenue, New York 10017.

Nutrition For Teenagers Only. Sunburst Communications, Room KQ74, 39 Washington Avenue, Pleasantville, New York 10570.

Shaping Up. The Polished Apple, 3542 Seahorn Drive, Malibu, California 90625.

Unlock The Secrets Of Health With Key Nutrition Concepts and Eating Strategies. Walt Disney Educational Media Company, 500 South Buena Vista Street, Burbank, California 91521.

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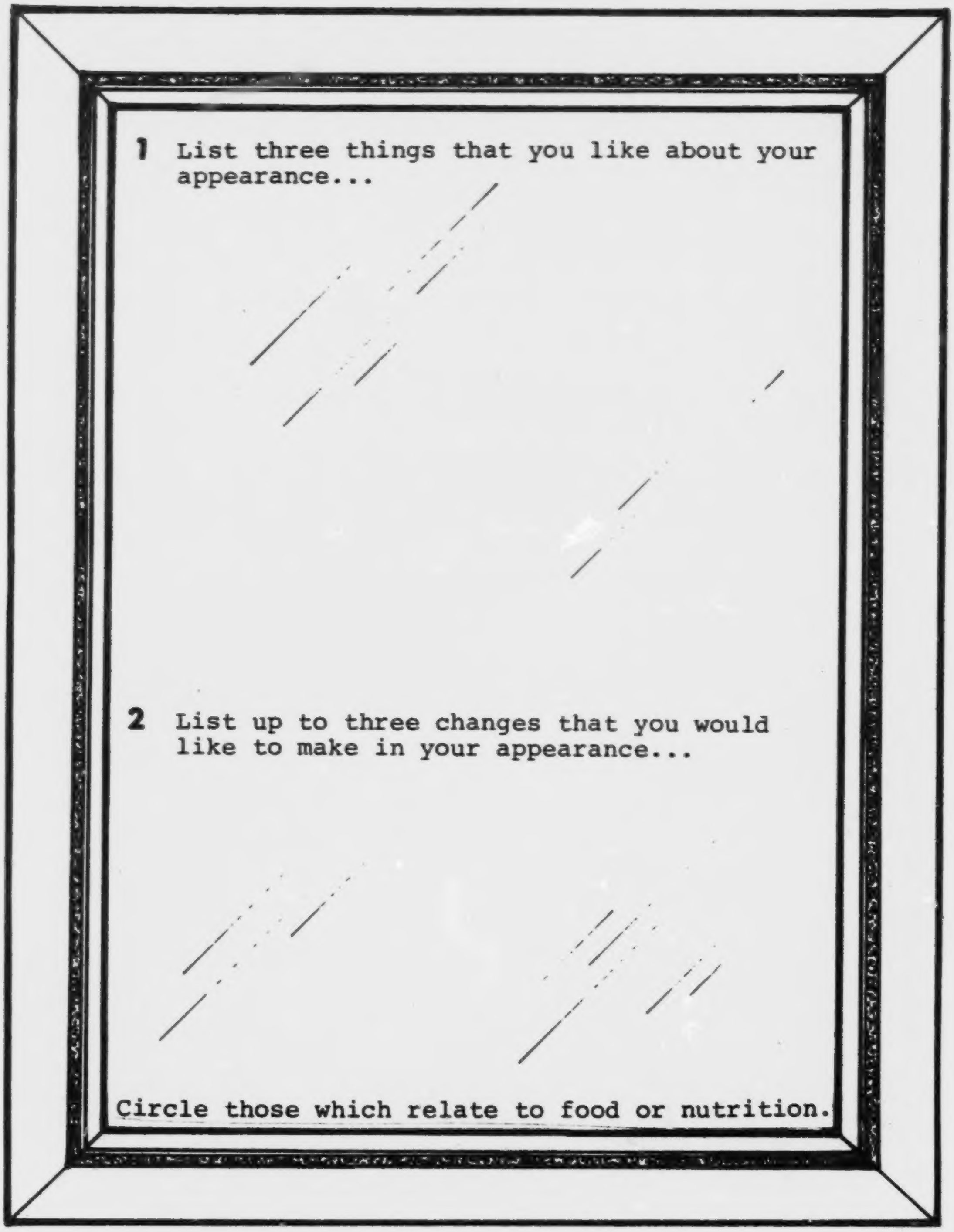
Eat Smart. The Pillsbury Company, Pillsbury Center, Minneapolis, Minnesota 55402. 1981. Apple II or IIe.

Making the Best of ME



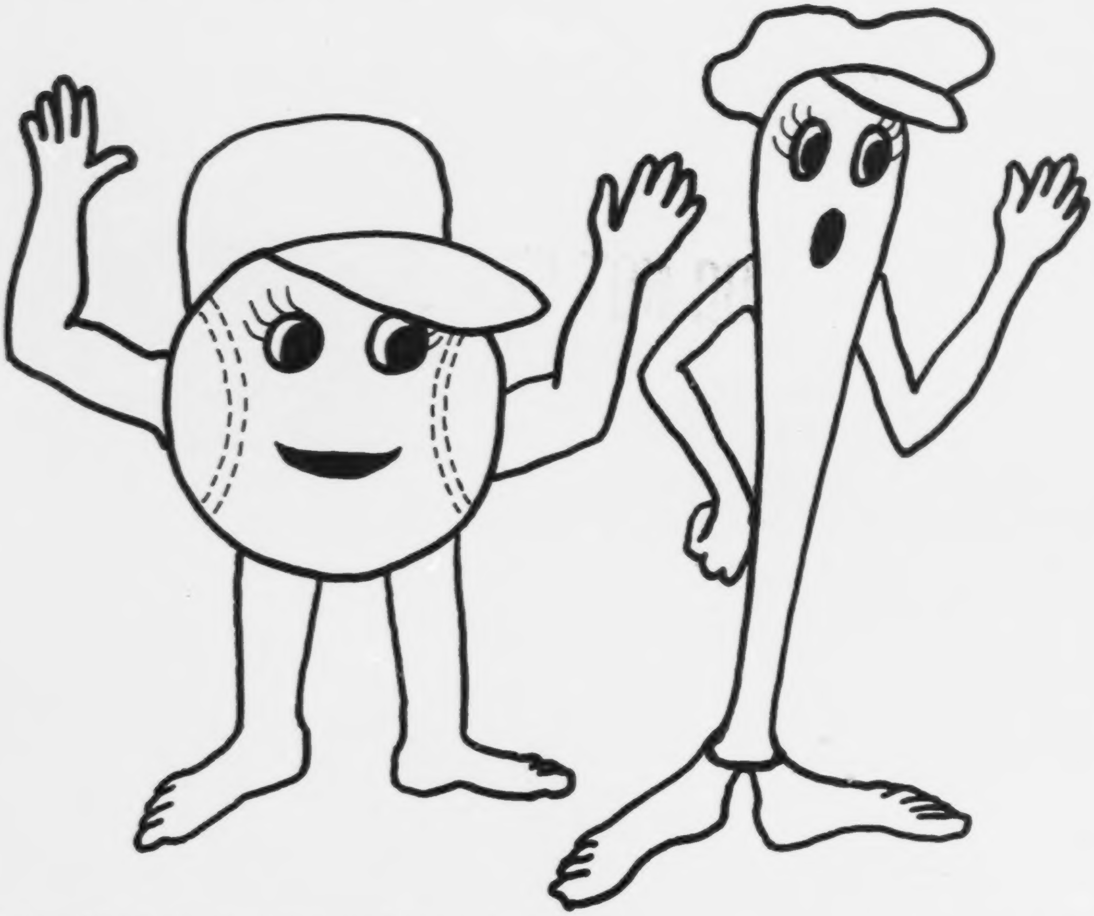
1 List three things that you like about your appearance...

2 List up to three changes that you would like to make in your appearance...

Circle those which relate to food or nutrition.

YOUR BEST SELF

Look in the mirror. Do you look most like: the ball, the bat, or a high-powered athlete?



Now, close your eyes and imagine your best self. What size and shape do you want to be? Do you want to be taller, thinner, heavier, or just have the rest of you catch up with the size of your feet? Do you want to be better looking? More popular? Make better grades? Do better in sports? Do you want to have more energy?

From: BASE: Home Economics Curriculum Grades 5-8. Area 3.0 Foods/Nutrition. Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, West Virginia 25271. 1981.

Many students between ages 10 and 14 go through a period of time when they just don't like themselves, when they would like to be anyone but themselves. Yet, our best bet in the long run is to develop into our own best self--not a carbon copy of someone else.

One reason that students sometimes don't like who they are is that they still look like children while their friends suddenly look like teenagers. Or they grow suddenly and find themselves twice the size of their classmates.

Growth between 10-14 is very uneven. If you look at a size chart of everyone in your class for each year, you would find that the average size each year shows a steady increase from one year to the next. But in reality, that is because Johnny grew suddenly at age 10. That brought up the average size of the group. Beth grew rapidly at 11. The average size of the class got bigger. At 12 several students brought up the average by sudden growth. That happens again at 13 and 14. You may be of average size part of the time between 10-14 but probably not each year.

Your hands, feet, or nose may seem too big part of the time. All parts of your body do not grow at the same rate.

Time takes care of many of these problems. In a few years there will be much less difference in size among students in one class than there is now. Just remember, if you have not had a sudden period of growth, you will. If you have grown several inches in a short time, you will not keep growing at the same rate.

Skin problems often go with your change to early adolescence. Again, when your system settles down, some of these problems disappear.

What you eat during this period of 10-14 years of age is very important. You need more food for energy, more food for growth, and more food to protect your system than most people. You need more nutrients and calories in proportion to your body size than you will as an adult.

Food is necessary for life and for growth. The food you eat (or don't eat) affects your health, appearance, and performance. Remember, however, that:

A. Right eating helps you become your best self--to reach your full potential. Your full potential is partly set by nature. No matter what you eat you won't be 6 feet tall unless you inherit that potential. Without right eating you may stop growing at 5 feet 10 inches even though you had the potential for more growth. (Most girls do not have the potential to be 6 feet tall, though.) Right eating won't change your heredity.

B. Sometimes people are mistaken in what they inherit. Being fat may seem to run in a family--but that is often because of what the whole family eats.

C. Results of what you eat or don't eat are not usually _immediately_ apparent. People sometimes get discouraged too soon.

D. No one food is absolutely essential. It is the nutrients that are essential. Eating a variety of food is most likely to give you all the nutrients. In a few cases it is hard to get your requirements each day without a certain food. You have to eat very large quantities of other dairy products to make up for not drinking milk.

E. You may have to choose specific foods carefully to get some vitamins and minerals. You need vitamin C (and other water soluble vitamins) every day. You may also have to plan which foods give you vitamin A. (just any vegetable won't). You could easily miss getting enough iron in your diet unless you pay particular attention. It plays a part in blood formation and you need extra iron right now.

F. Your body can only use so many nutrients. You are not likely to get too many nutrients through your food (except for those that give calories) but you can through vitamin/mineral supplements. If you eat more carbohydrate, fat, and protein than you need, it is stored as body fat.

Eating right will help you become your best self. Eating right _now_ is important. Most people in our country do not have severe nutritional deficiency diseases. But a lower level of nutrients in your diet that you need will show up in many ways you never suspect. Some of you will have skin problems for a few years no matter what you eat. But the problems may be worse because of what you eat or don't eat. You may get tired easily no matter what you eat--but you will have more energy and stamina by eating right that you will otherwise.

Diet is important in helping you become your best self. It can't do it all, though, and time does help.

Answer the following questions:

1. What things about your appearance would you change if you could?

2. Do you get tired easily?

3. Are you sick a lot?

4. Do you make as good grades as you would like?

5. Are you as good in sports as you would like to be?
6. Do your friends turn against you because you are grouchy or moody?

Save your answers--you do not need to share them. Be looking for ways your food might help. Remember, though, food can't do it all.

MY ENERGY UPS AND DOWNS

Directions: This activity will help you look at your energy levels, and eating times during a 24 hour period.

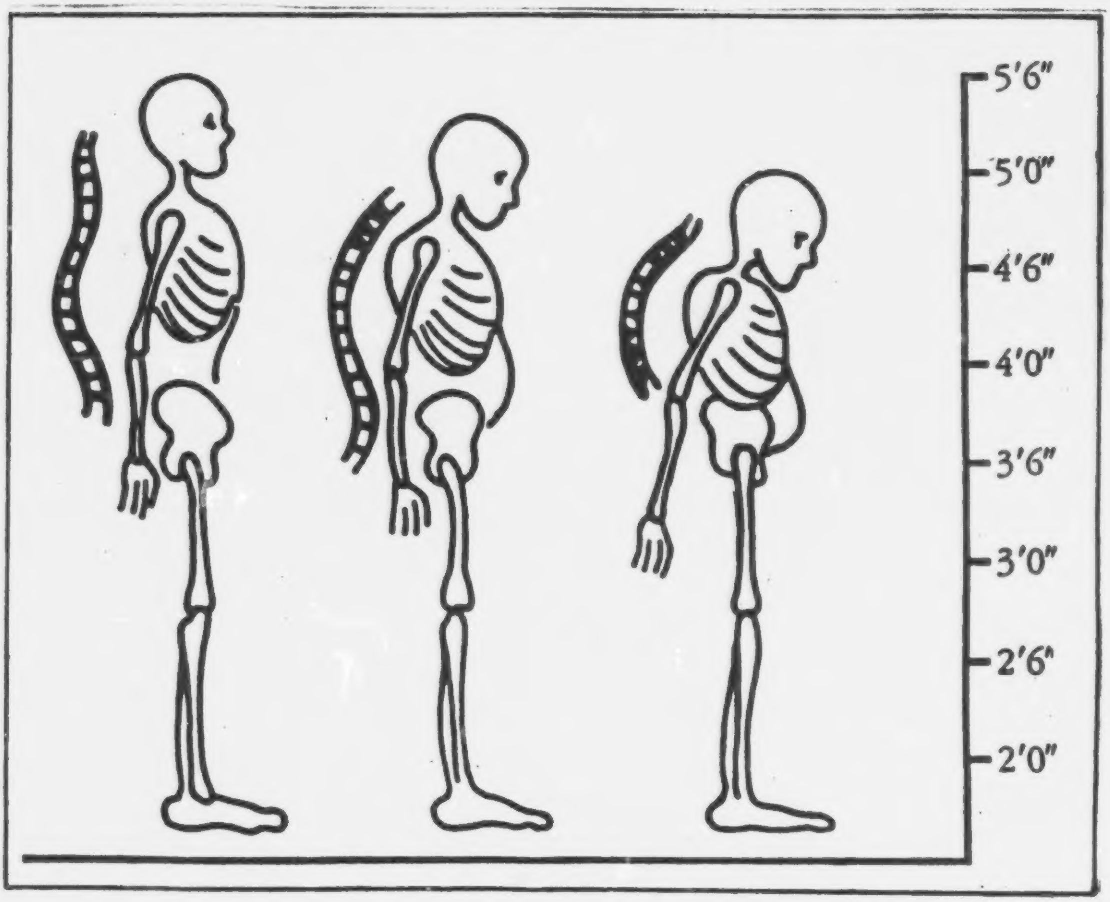
1. For each hour that you are awake, mark an "X" to describe your energy level. Highest energy levels would be those times in the day when you feel most active or alert. Lowest energy level would be those times when you feel tired or sleepy, bored, and perhaps grouchy and out of sorts. When complete, connect the "X"'s.

2. Mark those times that you ate with "ATE".

3. Mark those times that you slept with "SLEPT".

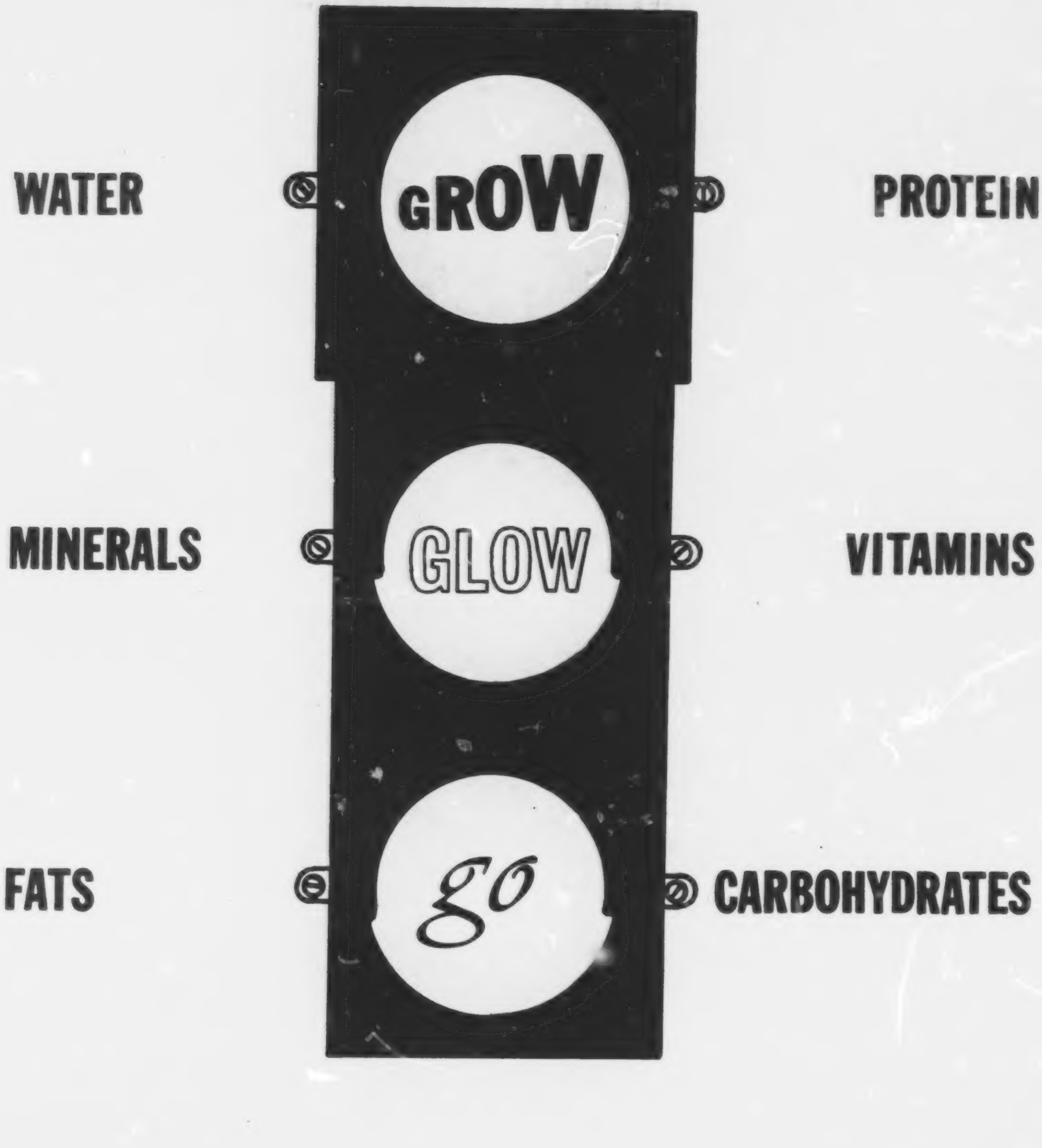
	A.M.												P.M.											
Time	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Highest Energy																								
Moderate Energy																								
Lowest Energy																								

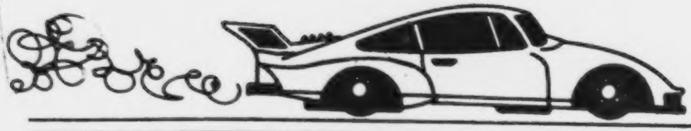
THE CASE OF THE INCREDIBLE SHRINKING WOMAN...


5'6"
5'0"
4'6"
4'0"
3'6"
3'0"
2'6"
2'0"

Can you solve this ?

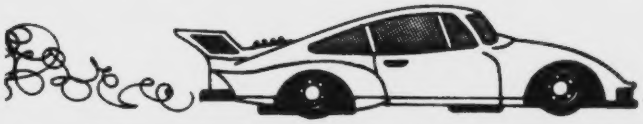
SIGNALS
for
GOOD EATING


WATER
GROW
PROTEIN
MINERALS
GLOW
VITAMINS
FATS
go
CARBOHYDRATES



NUTRIENT GO POWER

Nutrient	Function in the Body	If I don't have enough of this nutrient I may have . . .	Food Sources
Carbohydrates	Helps body use other nutrients	Low energy	Apples, potatoes, bread, pasta, candy, pop
Fat	Supplies food energy	Obesity (If too much)	Butter, bacon, chocolate
Protein	Builds and repairs body tissue Helps fight infection	Low energy (Too much protein leads to obesity)	Beef, chicken, eggs, cheese, peanuts
Calcium	Builds bones and teeth Clots blood	Smaller and poorer bones Small stature Bones break easily and heal slowly	Milk, cheese, broccoli
Iron	Combines with protein to carry oxygen to cells	Very pale skin Fatigue Decreased work capacity	Liver, heart, eggs, peas dark green leafy vegetables
Vit. A	Protects against night blindness	Difficulty seeing well in dim light Dry, rough, itching skin	Dark green vegetables, carrots, cantaloupe, butter, eggs
Thiamine (Vit. B_1)	Keeps appetite normal Keeps nervous system healthy Helps change food to energy	Muscle weakness Heart disease Paralysis Edema	Bread, cereal, pork, poultry, milk



NUTRIENT GO POWER (continued)

Nutrient	Function in the Body	If I don't have enough of this nutrient I may have . . .	Food Sources
Riboflavin (Vit. B_2)	Helps cells use oxygen Helps keep vision clear Helps skin stay smooth	Sore mouth, tongue smooth and purplish Inflamed lips with cracking at corners of mouth Skin rough and scaly, particularly at the folds of the nose Rough eyelids, blurred vision Eyes sensitive to light	Milk, ice cream, bread meat
Niacin	Aids digestion, healthy skin, nerves, digestive tract	Inflamation of mucous membranes Inflamed tongue and swollen Alternate constipation and diarrhea	Liver, peanuts, fortified cereal
Vit. C (Ascorbic Acid)	Helps resist infection Helps heal wounds Helps hold body cells together	Wounds that don't heal Lack of appetite Spongy gums Rough skin	Citrus fruits, tomato raw cabbage, potatoes in skin
Vit. D	Helps body absorb calcium Helps build bones and teeth	Bones are soft Bow legged Teeth formed wrong	Milk with Vit. D, eggs, tuna

Name______________________

Science Experiments:

NUTRIENTS ON TRIAL: YOU ARE THE JUDGE!

EXPERIMENT I: Protein

When burnt, protein foods smell like burnt wool, or feathers. On aluminum foil, burn a small portion of three foods. Describe the odor. Is the food protein?

Sample	Evidence (Odor)	Verdict(Protein) (Yes/No)
SAMPLE 1:		
SAMPLE 2:		
SAMPLE 3:		

EXPERIMENT II: Carbohydrates (Starch)

Foods high in starch will turn purple when an iodine solution is dropped on it (1/2 tsp. iodine in 1/2 cup water). Put a few drops of the iodine solution on each of the two sample foods. Look for purple color. Record whether or not the food is high in starch.

Food	Evidence (Color)	Verdict (Starch) (Yes/No)
SAMPLE 4:		
SAMPLE 5:		

EXPERIMENT III: Carbohydrates (Sugar)

Sugar will turn red-orange when treated with a few drops of Benedit solution and placed in a heated oven. Use the eye-dropper to put a few drops of Benedit solution on the two sample foods. Then place in a heated oven. Look for red-orange color. Record whether or not the food is high in sugar.

Food	Evidence (Color)	Verdict(Sugar) (Yes/No)
SAMPLE 6:		
SAMPLE 7:		

EXPERIMENT 4: Fats

Fat foods will leave grease spots when rubbed on napkin or typing paper.

Rub the two foods which are provided on a napkin. Were grease spots left on the napkin? Are these foods high in fat?

Food	Evidence (Grease)	Verdict(Fat) (Yes/No)
Sample 8:		
Sample 9:		

EXPERIMENT 5: Vitamin C

This experiment allows you to determine which juice has the highest Vitamin C concentration. Four sample juices and a test solution (made from water, cornstarch, and tincture of iodine) are provided.

For each of the sample juices, add one drop at a time of test solution. It will take fewer drops to turn the test liquid from blue to clear for juices high in Vitamin C. For those low in Vitamin C, more drops will be needed to change the color.

Keep track of the number of drops. Identify the juices which had the highest and lowest Vitamin C concentrations.

	Juice	Evidence (# of drops)	Verdict (High/low in Vit.C)
Sample 10:			
Sample 11:			
Sample 12:			
Sample 13:			

Calories and Activity Level

In addition to the energy you need just to keep your body functioning, you also need energy for all physical activities. The number of calories you need for physical activity depends on the type of activity you undertake and how hard and how long you work at the activity. Naturally, you require a lot more energy to swim than to read and, of course, you use more energy in a 10-mile bicycle marathon than you do when taking a leisurely bicycle ride through the park.

Calorie Costs shows the approximate number of calories it takes to perform various activities, from sedentary to strenuous. A range of calories is given for each activity level. The low end of the range is probably a better estimate for small persons (small frame and low weight), and the upper end of the range is probably more accurate for large persons (large frame and high weight). Men usually require more energy for physical activity than women, in part because they have a more muscular body.

Calorie Costs

It takes...

80 to 100 calories per hour to perform SEDENTARY activities such as reading, writing, watching TV, sewing, or typing.

110 to 160 calories per hour for LIGHT activities such as walking slowly, ironing, or doing dishes.

170 to 240 calories per hour for MODERATE activities such as walking moderately fast or playing table tennis.

250 to 350 calories per hour for VIGOROUS activities such as walking fast, bowling, golfing, or gardening.

350 or more calories per hour for STRENUOUS activities such as swimming, tennis, running, dancing, skiing, or football.

One way of relating calories to activity level is to show how many minutes of various activities you need to "burn up" a given number of food calories. For example, if you are relaxing in front of the TV set, it will take you more than an hour to burn up the calories in 2 tablespoons of peanuts (105 calories). But if you swim or play tennis, it will take less than 20 minutes.

FROM: Food: A Publication of the U.S. Department of Agriculture. Home and Garden Bulletin 228. Washington, D.C.: Superintendent of Documents. 1979. Page 14.

Approximate Energy Costs of Various Exercises and Sports

	Calories per minute
Archery	3.3
Badminton	4.9
Basketball	6.9
Bowling	3.0
Boxing	6.9
Canoeing	
Leisure	2.2
Racing	5.2
Croquet	3.0
Cycling	
Leisure	3.2
Racing	8.5
Dancing	
Ballroom	2.6
"Wiggle"	5.2
Field Hockey	6.7
Fishing	3.1
Football	6.6
Golf	4.3
Gymnastics	3.3
Horseback Riding	
Galloping	6.9
Trotting	5.5
Walking	2.1
Judo	9.8
Marching	
Rapid	7.1
Running, Cross Country	8.2
Running, Horizontal	
6 min./mile	9.7
9 min./mile	13.9
Skating	11.0
Skiing	5-13
Skindiving	10-13
Squash	10.6
Swimming	
Breast Stroke	8.1
Crawl, Slow	6.4
Treading	3-8
Table Tennis	3.4
Tennis	5.5
Volleyball	2.5
Walking, normal pace	4.0
Wrestling	14.0

FROM: BASE: Home Economics Curriculum Grades 5-8. Area 3.0 Foods/Nutrition. Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, West Virginia 25271. 1981.

I'VE GOT ENERGY TO BURN!

Directions: For one day record the food you've eaten and the calories consumed.

	Foods Eaten and Servings	Calories Consumed
Morning (including breakfast and snacks)		
Afternoon (including lunch and snacks)		
Evening (including supper and snacks)		

Total Calories ______________

FOOD AND NUTRITION BOARD, NATIONAL ACADEMY OF SCIENCES-NATIONAL RESEARCH COUNCIL

RECOMMENDED DAILY DIETARY ALLOWANCES,[a] Revised 1980

Designed for the maintenance of good nutrition of practically all healthy people in the U.S.A.

		Weight		Height			Fat-Soluble Vitamins			Water-Soluble Vitamins							Minerals					
	Age (years)	(kg)	(lb)	(cm)	(in)	Protein (g)	Vitamin A (μg RE)[b]	Vitamin D (μg)[c]	Vitamin E (mg α-TE)[d]	Vitamin C (mg)	Thiamin (mg)	Riboflavin (mg)	Niacin (mg NE)[e]	Vitamin B-6 (mg)	Folacin[f] (μg)	Vitamin B-12 (μg)	Calcium (mg)	Phosphorus (mg)	Magnesium (mg)	Iron (mg)	Zinc (mg)	Iodine (μg)
Infants	0.0–0.5	6	13	60	24	kg × 2.2	420	10	3	35	0.3	0.4	6	0.3	30	0.5[g]	360	240	50	10	3	40
	0.5–1.0	9	20	71	28	kg × 2.0	400	10	4	35	0.5	0.6	8	0.6	45	1.5	540	360	70	15	5	50
Children	1–3	13	29	90	35	23	400	10	5	45	0.7	0.8	9	0.9	100	2.0	800	800	150	15	10	70
	4–6	20	44	112	44	30	500	10	6	45	0.9	1.0	11	1.3	200	2.5	800	800	200	10	10	90
	7–10	28	62	132	52	34	700	10	7	45	1.2	1.4	16	1.6	300	3.0	800	800	250	10	10	120
Males	11–14	45	99	157	62	45	1000	10	8	50	1.4	1.6	18	1.8	400	3.0	1200	1200	350	18	15	150
	15–18	66	145	176	69	56	1000	10	10	60	1.4	1.7	18	2.0	400	3.0	1200	1200	400	18	15	150
	19–22	70	154	177	70	56	1000	7.5	10	60	1.5	1.7	19	2.2	400	3.0	800	800	350	10	15	150
	23–50	70	154	178	70	56	1000	5	10	60	1.4	1.6	18	2.2	400	3.0	800	800	350	10	15	150
	51+	70	154	178	70	56	1000	5	10	60	1.2	1.4	16	2.2	400	3.0	800	800	350	10	15	150
Females	11–14	46	101	157	62	46	800	10	8	50	1.1	1.3	15	1.8	400	3.0	1200	1200	300	18	15	150
	15–18	55	120	163	64	46	800	10	8	60	1.1	1.3	14	2.0	400	3.0	1200	1200	300	18	15	150
	19–22	55	120	163	64	44	800	7.5	8	60	1.1	1.3	14	2.0	400	3.0	800	800	300	18	15	150
	23–50	55	120	163	64	44	800	5	8	60	1.0	1.2	13	2.0	400	3.0	800	800	300	18	15	150
	51+	55	120	163	64	44	800	5	8	60	1.0	1.2	13	2.0	400	3.0	800	800	300	10	15	150
Pregnant						+30	+200	+5	+2	+20	+0.4	+0.3	+2	+0.6	+400	+1.0	+400	+400	+150	h	+5	+25
Lactating						+20	+400	+5	+3	+40	+0.5	+0.5	+5	+0.5	+100	+1.0	+400	+400	+150	h	+10	+50

[a] The allowances are intended to provide for individual variations among most normal persons as they live in the United States under usual environmental stresses. Diets should be based on a variety of common foods in order to provide other nutrients for which human requirements have been less well defined.

FROM: Recommended Dietary Allowances. Ninth Revised Edition. Washington, D.C., National Academy of Science, 1980.

FOOD GROUPS BALANCE SHEET

Directions: For one day record the foods you have eaten and the number of servings. Then identify the food group represented and the number of servings. Then figure the total servings for each food group.

	Foods Eaten and Servings	Food Group and Servings
Morning (including breakfast and snacks)		
Afternoon (including lunch and snack)		
Evening (including supper and snacks)		

		Servings I had	Servings I should have had
Food Group Totals:	Meats, eggs poultry	________	________
	Bread, cereals	________	________
	Fruits,vegetables	________	________
	Milk, cheese	________	________
	Other	________	________

THE RAT FEEDING EXPERIMENT

OBJECTIVE:
To demonstrate to students the value of well-balanced meals, using live rats to help students identify poor diet with poor health and good diet with good health.

METHODS: A. 1. Animal Selection

--Obtain rats from Spartan Laboratories through the Animal Research Facilities at the University of Michigan for 90¢ a piece. The same company will deliver animals to individual schools. (It is preferable to use animals from an animal supply house, rather than from a pet store, since they will reliably provide healthy animals.)

--Choose three week old rats of the same sex, preferably males, since they show more dramatic growth. Litter mates are preferable. (Any other animal may be used--however, the smaller the animal, the more dramatic the growth difference will be.)

--Two rats serve as controls and two are test rats. (Although one per group may be used, there is always a risk of losing that one. Also, two rats per group should be used to demonstrate the idea of using an average value as part of a science experiment.)

--The children submit names in writing and vote on appropriate names for the rats.

2. Housing

--Cages may be made as shown in "Animal Feeding Demonstration," a pamphlet from the National Dairy Council, Chicago, 60606. Or they may be borrowed from a local university if one isn't available in the school.

--Obtain sawdust from any lumber yard, and place it beneath the case so it may be changed daily by the students.

THE RAT EXPERIMENT (CONTINUED)

METHOD (Continued)

3. Diet and Measurement

--Feed the control rats rat-size servings from Basic 4. Serve the two poorly fed rats meat and grain, but substitute a coke for milk, and instead of a fruit or vegetable serve two desserts that are low in nutritive value. After the growth difference is shown (about two weeks), put all rats on Basic Four Diet.

--Assign students to come to the kitchen at lunch time and prepare lunch for the rats.

--In a daily record book, the students record what they feed to each pair each day.

--Weigh the rats when they first come to the room, and weigh them twice a week during the duration of the experiment. (A fairly sensitive, yet sturdy ounce scale is a necessity)

--Students record the weights in a record book, and then average and plot the figures on a large graph (copy enclosed). (Although some students do not have the math skills to average the weights using fractions, they can appreciate the concept of averaging. It is also possible to explain averaging by asking the children to line up--tallest to shortest. If we measure the tallest and shortest children on the line, and add up their heights and divide the total by "2", we arrive at a number that may be considered "average" for this class. It is fun to measure the middle child on the line and compare his height with the "average" we just arrived at.)

4. Sharing the information

--Before the test rats are completely rehabilited, students display the caged rats to other students in the school. (The children will notice that the control rats are still heavier than the test rats.) The students will also display a large graph that records the rats' growth. Another

THE RAT EXPERIMENT (CONTINUED)

METHOD (Continued)

poster will contain information about the past diets of the rats.)

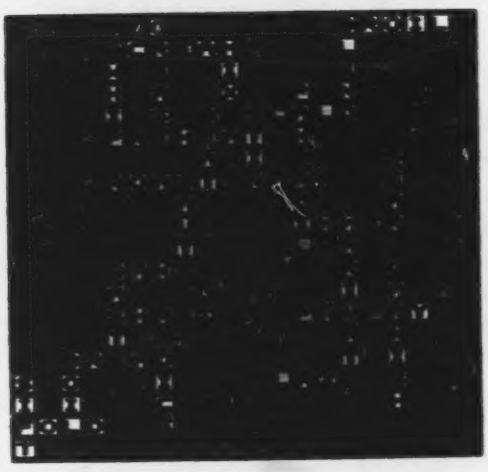
P.S.

Anticipated results: Results are fairly dramatic. Often, within two weeks, the rats on the test (inadequate) diet weigh almost 1 1/2 ounces less than those on the control diet. The inadequately fed rats seem to be irritable and tend to snap at the children. Their fur coats are straggly and not smooth.

At the end of the school term, hold a lottery and allow the holder of the winning number to take home the rats.

From: Elementary Nutrition and Food Curriculum Guidelines. Home Economics Section, Division of Vocational Education, Arizona Department of Education, 1535 West Jefferson, Phoenix, Arizona 85007. No Date.

ANSWERS: CLUES FOR COOKS



BEST COPY AVAILABLE

TOPIC:	Snacks
STUDENT OBJECTIVES:	Describe the reasons for snacking. Suggest snacks which could be added to the diet based on nutritional need, cost, time, and preparation ease.
CONCERNS ADDRESSED:	Eating the right foods. Losing (or gaining) weight. What I look like. Making decisions for myself. My health.

LEARNING ACTIVITIES

Have students in small groups brainstorm all of the snacks they can think of. These should be written on white paper and hung on the wall. Have students look at them and discuss: What do these snacks have in common? How are they different? What do you consider a snack? Are there snacks which you would eat only at certain times during the day? Which food groups did the snacks fit into? (Kris Burkhardt, UND Student)

From the student's 24 hour food intake record which was done earlier, identify which items were snacks. Did the snacks contribute to the nutritional standing of the students, or were they empty calories?

Discuss value of snacks. Are they good or bad for early adolescents?

Discuss the problem of sugar in snack foods. The average American eats 130 pounds of sugar and sweeteners in a year. Introduce topic by taking students to school lunchroom where 130 pounds of sugar are pointed out for students to see. Discuss the long term and short term effects of too much sugar in the diet.

Have students develop a display of 130 pounds of sugar in a central area of the school, preferably near a pop or candy machine. You might start the display by posting "Watch This Space," and add different parts of the display each day. The display when finished should illustrate that as an average American, you eat 130 pounds of sugar and sweeteners a year.

(Bulletin Board) Title: "Are You a Junk Food Junkie? or a Nutritious Snacker?" Have students find pictures/recipes of snacks which fit into the food groups.

Have students suggest snacks for people with varying background situations: low income, limited time, weight loss program. Have students suggest snacks that would be appropriate for different occasions: after school, breakfast on the run, after the game.

Sponsor a nutritious snack sale in the school. Develop informative labels which describe nutritional content of various snacks. Keep a record of what types of snacks sell best. Title could be "A Good Snackin' Day" (Linda Johnson, Scranton)

(Bulletin board) Make a bulletin board of Garfield having a snack attack.

Topic: Snacks

ADDITIONAL REFERENCES

Student References

Beck, Pat. Teens Entertain: 4-H Food-Nutrition Project Member's Manual. (Pamphlet) Cooperative Extension Service, North Dakota State University, Fargo, North Dakota 58102.

Filmstrips

Fun Food Fast. Educational Audio Visual Inc., Pleasantville, New York 10570.

TOPIC: Preparing Snacks

STUDENT OBJECTIVES: Demonstrate safety and sanitation in food preparation and storage.

Demonstrate proper use, care, and storage of small equipment.

Identify commonly used abbreviations in recipes.

Demonstrate correct measuring techniques for solids, liquids, and dry ingredients.

Prepare snacks following directions on a standard recipe.

Taste foods which are not normally eaten.

Plan, carry out, and evaluate a foods lab work schedule.

CONCERNS ADDRESSED: Eating the right foods.

Losing (gaining) weight.

Doing things for myself.

Fixing food for myself.

What I look like.

Spending time wisely.

Making decisions for myself.

Saving energy.

Doing things for myself.

My health.

APPLICATION: Science, Math

LEARNING ACTIVITIES

Conduct an experiment showing the importance of cleanliness in the foods lab. Obtain petri dishes and agar from the science teacher. Contaminate the medium with dirty fingers, hair combed above it, saliva, particle off the floor, and a cough or sneeze into the dish. (The incubation period will depend on your "growing" conditions.) (From: New Jersey Guide)

Discuss articles on people who became sick or died from food poisoning or food contamination. Have they ever known of someone who had food poisoning? What causes food poisoning?

Have students interview elderly people about the death rate when they were young. What part did food play in the high mortality rate? Have them interview people from other countries about what foods were eaten and what safety precautions were taken.

Have a guest speaker from the school cafeteria or from a local restaurant talk on sanitation and its importance in preparing and serving food. Have them give examples of sanitation procedures used.

Have students identify the last time they ate out. Where was it? What sanitation rules did the student follow that they don't normally follow at home? Why are these rules not followed at home?

Divide students into groups. Have each student write down his/her favorite food. Then have the students determine what are safe/unsafe temperatures for this food.

Have students in kitchen groups brainstorm kitchen safety rules in five minutes. The kitchen group with the greatest number of safety rules wins. Have each group give one safety rule continuing until the major safety rules have been given. Post a list of safety rules to be followed in each lab. Inform students that safety precautions are a part of the lab grade.

Play "Stump the Stars". Set up one kitchen with 10 safety hazards (such as: dish towel on range, handle of saucepan extending out from the range). Have students in groups correct the safety hazards in five minutes. When complete, have the first group set up 10 hazards for the next group.

For a pretest, place commonly used kitchen equipment on different tables in the room. Have each piece numbered. Students go around to the tables and identify pieces. Set a time limit. When complete, discuss the name and function of each piece.

Have the students in pairs go on a "Scavenger Hunt" for various pieces of kitchen equipment and appliances. Students must report back on the piece of equipment and its function. (Laura Sturn, Carson)

Have students play "Find and Tell" to assist students in identifying the names, location, and use of common kitchen utensils.

Play "That's Progress", a progressive card game. On each table, place questions regarding recipe terms or equivalents. On one side of the card write "16 TBSP=_______". On the other side, write "_______TBSP=1 CUP". When students have answered all of the cards correctly on one table, they move to the next table. (Darlene Wagner)

Give groups of students recipes. Have them identify abbreviations found in the recipes. Clarify abbreviations.

Give groups of 2-3 students recipes on transparencies. Have them double and halve each recipe. Have them present recipes to the class.

Make flashcards with cooking terms written on them. Use these to help students review.

Give small groups of students a recipe. Have them underline cooking terms and explain what they mean.

Demonstrate measuring liquid, dry, and solid ingredients. The result should be a product that students can eat.

(Handout) Following lessons on equivalents, abbreviations and measuring, tell the students that the next day there will be surprise activity. On the following day, have students practice math skills to determine "Mystery Snack". After students have identified the correct measurements, then they can prepare the snack. (Linda Johnson, Scranton)

Conduct a silent demonstration. Have students answer written questions as to what procedures are being done. (Bev Moeller, Jamestown)

(Handout) Complete crossword puzzle on cooking terms and abbreviations.

(Teacher Reference and Handout) Have students play "Cooking Terms Bingo".

Have students list the advantages and disadvantages of planning a foods lab activity.

Have groups of students prepare the same simple snack twice. The first time through, preparation should not be well planned. The second time through, preparation should be planned. Have observers identify the effects of planning in food preparation and keep track of time. Groups should be encouraged to beat the first time. At the end of the second preparation time, the groups should list aspects of food preparation which should be planned.

(Handout) Have students plan and carry out snack labs. "Super Snacks" can be used as a starting point for recipes. The snack labs could be organized around specific occasions, the food groups, what you can fix after school, breakfast on the run, skill development (measuring), travelin' snacks.

Have a tasting lab with unusual foods such as: cheeses (gouda), fruits (kiwi, pomegranate), vegetables (rutabaga), meat (homemade jerky). (Jean Brosz, Fargo)

Assign students to do a snack project at home. Allow for comments by parents.

Topic: Preparing Snacks

ADDITIONAL REFERENCES

Teacher References

Phillips, Jean A., and Vail, Gladys. Foods Laboratory Manual. Sixth Edition. Boston, Massachusetts: Houghton Mifflin Company, 1973.

Sanderson, Donna. Performance Of Processes. What's New In Home Economics, March 1976, 10(6), Lesson Plan #18.

Student References

Beck, Pat. Meet The Meats. (Pamphlet) Cooperative Extension Service, North Dakota State University, Fargo, North Dakota 58102.

Beck, Pat. Teens Entertain: 4-H Food-Nutrition Project Member's Manual. (Pamphlet) Cooperative Extension Service, North Dakota State University, Fargo, North Dakota 58102.

SOURCES OF RESOURCES

Dairy Center Hotline
1-800-323-1959

National Broiler Council
1185-15th St. N.W.
Suite 614
Washington, D.C. 20005
Phone: 202-296-2622

National Livestock & Meat Board
444 N. Michigan Avenue
Chicago, IL 60611
Phone: 312-467-5520

National Pork Producers Council
P.O. Box 10383
Des Moines, Iowa 50306
Phone: 515-223-2600

North Dakota Dairy Council
RR 5 Box 8
Bismarck, ND 58505
Phone: 701-224-3134

North Dakota Wheat Commission
1501 N. 12th St.
Bismarck, ND 58505
Phone: 701-224-2498

Sunflower Council
1501 North 12th St.
Bismarck, ND 58505
Phone: 701-224-3019

MYSTERY SNACK

Identify the following mystery measurements. Check your answer with the teacher's key. When your answers are correct, you are ready to make the MYSTERY SNACK.

2 Tbsp. + 2 tsp. + 1/3 c. = ________ c. margarine

12 Tbsp. + 1/4 c. = ________ c. granulated sugar

3 Tbsp. - 8 tsp. = ________ tsp. vanilla

1 dozen - 10 = ________ eggs

4 - 2 = ________ squares unsweetened chocolate, melted

1 pt. - 1 c. - 8 Tbsp. = ________ c. sifted flour

1 qt. - 1 pt. - 24 Tbsp. = ________ c. walnuts (optional)

Directions: Cream together the first 3 ingredients. Add eggs. Beat well. Blend in chocolate, then stir in flour and nuts. Bake in greased 8x8x2 inch pan at 325 degrees Fahrenheit for 30-35 minutes. Cool. Serve plain or frosted.

Mystery Snack Name ______________________________

Super Sleuths ______________________________

??????????????????????????

MYSTERY SNACK

Identify the following mystery measurements. Check your answer with the teacher's key. When your answers are correct, you are ready to make the MYSTERY SNACK.

2 Tbsp. + 2 tsp. + 1/3 c. = 1/2 c. margarine
12 Tbsp. + 1/4 c. = 1 c. granulated sugar
3 Tbsp. - 8 tsp. = 1 tsp. vanilla
1 dozen - 10 = 2 eggs
4 - 2 = 2 squares unsweetened chocolate, melted
1 pt. - 1 c. - 8 Tbsp. = 1/2 c. sifted flour
1 qt. - 1 pt. - 24 Tbsp. = 1/2 c. walnuts (optional)

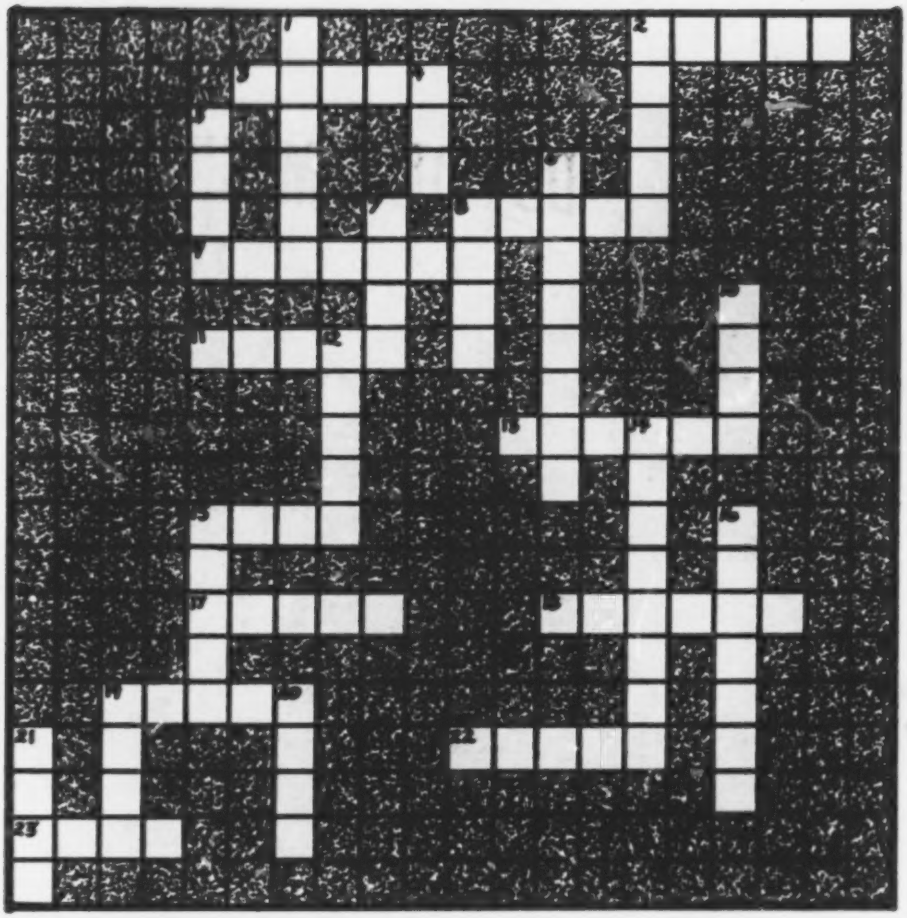
Directions: Cream together the first 3 ingredients. Add eggs. Beat well. Blend in chocolate, then stir in flour and nuts. Bake in greased 8x8x2 inch pan at 325 degrees Fahrenheit for 30-35 minutes. Cool. Serve plain or frosted.

Mystery Snack Name Brownies

Super Sleuths ______

??????????????????????????

CLUES FOR COOKS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ACROSS CLUES

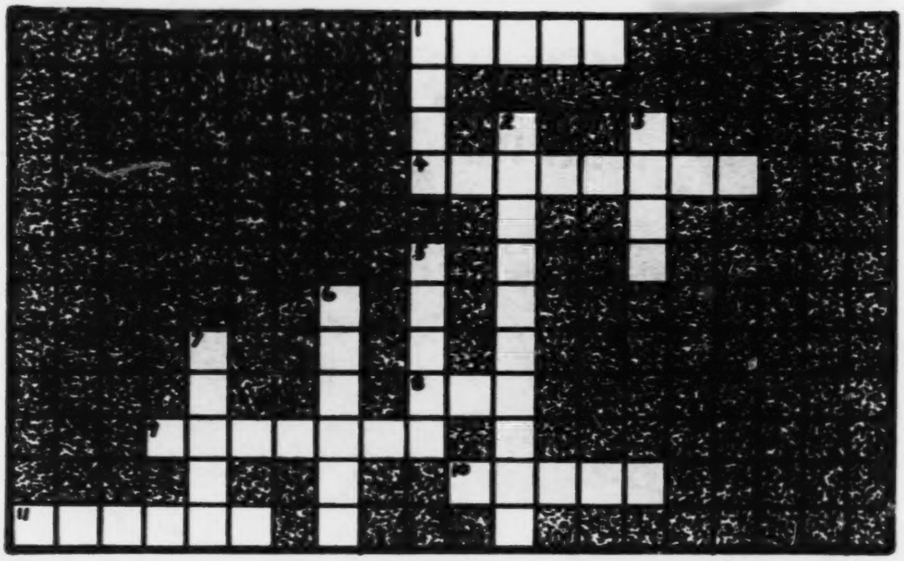
2. to cook by exposing food to direct heat
3. to mix one or more foods until smooth and creamy; usually applies to fat and sugar
8. to bring a liquid to a temperature just below the boiling point
9. to heat an oven to the correct temperature before putting food in to cook
11. cooking in the oven using dry heat
13. to cook in a liquid that never reaches the boiling point
15. cooking in an oven at a specified heat
17. to cut food into fiber-like strips
18. to cook food in fat in a frying pan
19. to cover by coating with flour or crumbs
22. cover food with a sauce resulting in a glossy surface
23. cut straight down through ingredients, slide across bottom, and come up; repeat; being gentle

DOWN CLUES

1. to rub pan lightly with shortening or cooking oil
2. to combine so that separate ingredients are mixed into one
4. to combine ingredients
5. to beat vigorously so as to add air
6. cooking dry in a frying pan by continuously removing the pan drippings
7. repeated mixing done with enough speed and force to produce a smooth mixture
8. to mix with a circular motion, using a spoon or a fork
10. to cook surface quickly using high heat so that juices will be retained
12. fried lightly and quickly in a little hot fat while being frequently turned over
14. to season foods by letting them stand in the seasoned liquid
15. to moisten with melted butter or other liquid to prevent burning and to add flavor
16. decorating foods to make them more appealing or attractive to serve
19. cooking in boiling liquid
20. to cut into small pieces or cubes
21. to separate fine from course with a sieve or sifter

BEST COPY AVAILABLE

WHAT'S MY NICKNAME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ACROSS CLUES

1. lb.
4. tsp.
8. c.
9. pkg.
10. doz.
11. min.

DOWN CLUES

1. pt.
2. T.
3. hr.
5. oz.
6. sq.
7. qt.

ANSWERS: WHAT'S MY NICKNAME

Cooking Terms Bingo

B	I	N	G	O
Bake	Cream	Mix	Beat	Cool
Cookie Sheet	Whip	Liquid Measuring Cup	Spatula	Blend
Spread	Batter	Cooling Rack	Sift	Melt
Grease	Fold	Dough	Brown	Pot Holder
Pre-heat	Stir	Roll	Measuring Spoons	Dry Measuring Cup

*Student makes own arrangement of cooking terms to form cards. As teacher reads definition, student covers corresponding term with macaroni.

B	I	N	G	O

SUPER SNACKS for SUPER SNACKERS

Mom and Pop's Pizza

1 pkg. hot roll mix, prepared as directed for pizza dough
oil
1 can (16 oz.) pizza sauce
1 lb. scamorza or mozz. cheese, grated or sliced thin
1 pkg. (3/4 lb.) smoky link sausages, sliced 1/4 inch thick
1 tsp. oregano

Roll out two rounds of dough to fit two oiled pizza pans or roll out two rectangles to fit cookie sheets. Brush dough lightly with oil and spread 1 c. pizza sauce on each piece. Arrange sausage slices and cheese evenly over sauce and sprinkle with oregano. Bake one at a time 10 min. at 500 degrees F. Serves 8. (Freeze one unbaked pizza if two is too many. Just wrap securely in foil.)

Nifty Nachos

3 slices American cheese, each cut into 8 triangular pieces
24 flat tortilla chips
(Optional) 24 small strips of hot green peppers (fresh or canned)

Preheat oven to 400 degrees Fahrenheit. Set a slice of cheese on each chip and top with pepper strip. Bake a couple of minutes, just until cheese melts.

Serve at once, hot.

Cheese Nachos
(Microwave)

1 can (3 1/8 oz.) jalapeno bean dip
1 bag (5 1/2 oz.) Taco chips
1 bag (6 oz.) shredded cheddar cheese

Spread bean dip lightly on taco chips. Top with cheese. Place 8-10 chips at a time on a paper plate. Microwave 30 seconds on "5", or until cheese begins to melt.

Stack-Ups
(Microwave)

4 slices bacon cooked and cut in 3/4 inch pieces
16 3/4 inch cubes of thuringer or cervelat
16 onion squares
16 3/4 inch squares cheddar cheese, 1/8 to 1/4 inch thick

To make onion squares, halve a small onion from root to stem, separate a few layers and cut into 1/2 inch squares.

To assemble: place bacon pieces on thuringer cubes. Top with onion squares and cheddar cheese. Secure with toothpicks. Place on paper plate or serving dish. Microwave 40-50 seconds on HIGH, or untill cheese softens.

Ham 'N' Cheese Pockets

1/2 c. finely chopped, cooked ham
1/2 c. finely shredded Swiss cheese
1 pkg. (7.5- or 10 oz.) refrigerated biscuits
Prepared mustard
1 egg
1 T. water

Preheat oven to 400 degrees F. Combine ham and cheese in small bowl. Separate biscuits. Place one biscuit on lightly floured surface; roll biscuit with rolling pin into 4 1/2 inch circle. Repeat with remaining biscuits.

Spread center of each circle generously with mustard; top with 2 scant T. ham mixture. Fold over biscuit forming a crescent shape. Press with fork to seal edges. (If edges are not sealed well, the filling will run out during baking.) Place crescents on ungreased baking sheet. Beat together egg and water in small bowl. Brush crescents with egg mixture. Bake 10 to 12 minutes or until puffed and golden. Serve hot or cold. Makes 10.

Fruit or Berry Whip

1 c. heavy cream
1 T. honey
3 c. mashed fruit or berry pulp (such as peaches, bananas, nectarines, apricots, strawberries, raspberries, blueberries)

Whip the cream until stiff. Dribble the honey over it. Fold in the fruit or berry pulp.

Breakfast In A Glass

1 c. cold milk
1 egg
2 T. sugar
1/2 c. fresh or frozen fruit (berries or bananas)

Combine ingredients in blender container. Blend on low speed until well blended. Pour into glass.

Recipe makes one serving but can be extended to make four servings at one time.

Cheese Sticks

1 1/2 - 2 c. cheddar cheese (grated)
2 T. dry mustard
1/4 tsp. cayenne pepper
1/2 c. butter or margarine
1 c. flour
1/4 c. water

Blend above ingredients into soft mixture. Put into cookie press or roll out and cut into strips. Bake at 300 degrees until lightly browned.

Chex Granola
(Microwave)

1/4 c. vegetable oil
2 T. honey
1/2 tsp. vanilla
3 c. bran, corn, rice, or wheat chex cereals
1/3 c. flaked coconut
2 T. sunflower nuts
2 T. wheat germ
1/8 tsp. salt

In small bowl combine oil, honey, and vanilla. In large bowl combine remaining ingredients. Pour oil mixture over chex mixture. Stir until evenly coated.

Microwave HIGH 3-4 minutes or until coconut or cereal begins to toast. Stir every minute. Let cool in bowl. Stir occasionally during cooling. Store tightly covered.

Makes about 3 cups

Soft Pretzels

1 pkg. active dry yeast
1 1/3 c. warm water (105 to 115 degrees F.)
1 T. sugar
1/2 tsp. salt
3 1/2-4 c. unsifted all-purpose flour
1 egg
2 T. coarse salt or sesame seeds

Preheat oven to 425 degrees F. Grease 2 large baking sheets. Sprinkle yeast over warm water in large bowl, stir with rubber spatula until dissolved. Stir in sugar and salt until dissolved. Gradually stir in 3 1/2 c. flour with wooden spoon until stiff dough forms. Turn dough onto well-floured board. Knead until smooth, about 5 to 7 min., adding another 1/2 c. or more flour if necessary. Divide dough into 12 equal pieces. If time permits, let dough rest abvout 5 to 10 min. for easier shaping.

Roll each dough piece into 15 inch long rope. Shape each rope into a pretzel. Place on baking sheets. Beat together egg and water in small bowl; brush on pretzels. Sprinkle pretzels with coarse salt or sesame seeds. Bake for 15 to 25 min. or until golden brown. Serve warm or cold. Makes 12.

Muffins

2 c. sifted flour
3 tsp. baking powder
3/4 tsp. salt
2 T. sugar
1 egg, slightly beaten
1 c. milk
2 T. salad oil

Set oven at 400 degrees F.

Sift together flour, baking powder, salt, and sugar into bowl. Combine egg, milk, and oil. Pour into flour mixture and stir just enough to moisten the dry ingredients. Do not beat. Grease muffin cups and fill 2/3 full of batter. Put muffins in oven. Bake 20-25 min. Add any one of the following to sifted dry ingredients:

1 c. blueberries, washed and drained
1/2 cup grated cheddar cheese
1/2 c. raisins
1/2 c. chopped, pitted dates
1/2 c. coarsely chopped nuts

Peanut Butter Slices

1/2 c. butter
1 c. peanut butter
2 pkg. butterscotch chips
2 c. miniature marshmallows

Melt butter, peanut butter, and chips in double boiler. Cool and add marshmallows. Put in 8" x 8" pan and refrigerate. Slice to serve.

S'Mores
(Microwave)

Place 4 squares of milk chocolate candy bar on a graham cracker. Top with marshmallow. Place on paper napkin. Microwave 15-20 seconds on HIGH, or until marshmallow puffs. Top with another graham cracker for ease in eating. Let stand 1 minute.

To heat several at a time, add 15 seconds for each additional S'Mores.

During standing time, heat from the marshmallow melts the chocolate. If you heat a S'More long enough to melt the chocolate, the marshmallow will have scorched spots on the inside.

Ice Cream Cone Cakes
(Microwave)

Use cake mix of any kind. Make batter according to directions. Fill a cone 1/2 full of cake batter. Put cone in microwave for 15 seconds for one, 25 seconds for two. Then dip in frosting. Eat fresh daily. Store batter in refrigerator.

Peanut Butter Crunchies

1 c. peanut butter
1/2 c. corn syrup
1/2 c. brown sugar
1 tsp. salt
2 c. cornflakes
1 c. rice krispies

Place sugar and syrup in double boiler, melt. Add peanut butter, corn flakes and krispies. Put in 8" x 8" greased pan and refrigerate.

Fruit 'N Nutty Snack

2 T. margarine
2 c. Cheerios cereal
2 c. oyster crackers
1 c. salted peanuts
1 c. raisins

Heat margarine in 10 inch skillet until melted; stir in cereal. Cook over low heat, stirring constantly, until cereal is well coated, about 5 min. Cool. Mix in remaining ingredients. Store in airtight container. About a 6 cup snack.

Orange Julius

1/2 c. orange juice concentrate
1/2 c. water
1 c. milk
1 tsp. vanilla
4-6 ice cubes

Put all ingredients into the blender. Blend until smooth.

Orange - Apricot Freeze

2 - 8 oz. cartons (2 c.) orange - flavored yogurt
1 - 1 lb. 1 oz. can apricot halves
1/2 c. sugar
1/3 c. coarsely chopped pecans

Stir yogurt in carton to blend. Drain apricots; cut up fruit. Combine yogurt, apricots, sugar, and nuts. Line muffin pan with 12 paper bake cups. Spoon in yogurt mixture; freeze firm. Remove cups from salads; let stand at room temperature a few minutes before serving. Serves 12.

CONCEPT: HUMAN DEVELOPMENT AND RELATIONSHIPS

My Self Concept and I
Values and Goals
The Way We Grow
Relationships with Family and Friends
Change and Conflict
Getting to Know Others Not Like Me

TOPIC: My Self Concept and I

STUDENT OBJECTIVES: Recognize the uniqueness of each individual.

Distinguish between real and ideal self.

Recognize that self image is affected by other people's reactions.

Identify his/her talents and describe how they can be used to help others.

Identify his/her characteristics as a basis for life decisions, both now and in the future.

CONCERNS ADDRESSED: Understanding my friends.

Getting others to listen to me.

Being liked by those my own age.

Getting pushed into something I don't want to do.

Being put down or teased.

Getting attention and respect from adults.

Being O.K. as a person.

Understanding how I feel inside.

Developing hobbies or interests.

Doing well in school.

Having my own privacy.

What I look like.

Making decisions for myself.

Planning what I will do after high school.

Doing things for myself.

LEARNING ACTIVITIES

List 20 adjectives to describe yourself.

Write a poem to describe yourself. (This could be done in conjunction with an English class)

List 20 things you like about yourself.

In groups of two, the students write 10 things they like about their partner. When completed, each student reads his/her list to the other. Following each statement the student must respond with a thank you. (LeAnn Powers, Wahpeton Indian School)

Write a thank you letter to yourself. Thank yourself for something good you did today or yesterday. Since 7th and 8th graders like to write notes to each other, this has been a big hit. (LeAnn Powers, Wahpeton Indian School)

Assign students to "bring themselves in a bag." Students should bring a paper sack containing 5-10 objects or pictures which represent themselves. Have them share in small groups or as a class. If teacher shares her/his bag first, the students may be more apt to elaborate on theirs.

Write an epitaph for your tombstone. Epitaphs are memorial statements that depict the positive way a person will be remembered.

Discuss briefly that for every positive comment a person receives, the self concept is strengthened. For every negative comment, the self concept is eroded away. Give each student a sheet of paper which represents "self concept". This could be in the shape of a person or a simple piece of colored paper. Have students wear this sheet of paper for a day. Have them record positive and negative comments that they receive. For every positive comment they receive, the paper "self concept" stays the same. For every negative comment they receive, have students tear away a piece of paper from their "self concept". Discuss their feelings about this activity the next day.

Keep a list (or star) ways that the student's self concept is built up during the day.

Early adolescents often use name calling to damage another's self concept. Brainstorm a list of these names. Discuss: Why people do this? What effect does this have on the person giving/receiving the name?

Show and discuss "Cipher in the Snow", available from Mental Health Association of North Dakota, P.O. Box 160, Bismarck, North Dakota 58501.

Ask students to write on a sheet of paper one comment that they made toward another person and later regretted. Have them identify one comment that someone made toward them that made them feel good/bad.

Keep a diary of your thoughts. Each day write down one good thing about yourself and the day.

Bring a picture of yourself that brings back a good feeling about yourself. Explain.

(Bulletin board) "E.T. and Me." Have students write as many positive statements that they can make describing themselves using the initials E.T. (Examples: Extra Terrific, Especially Together)

Give students blank sheets of paper. Have them draw a face. "Today I feel..." Share.

Draw your life line from 1 to ___. Indicate big events along the way and what you expect to happen in the future.

Have your parents draw a life line of big events in your life. Compare the life lines that both of you have drawn. How is your view of yourself the same, different than someone who knows you.

Have the class bring in advertisements depicting young people. Write a list of adjectives describing these young people. Classify how females/males are depicted. Are these characteristics real/ideal?

Have students pretend that they are at a "self esteem store". At which counters would they go to get self esteem? (Example: parent(s) counter, friends counter, teachers counter, my counter). Which counters would be most important?

Have students identify characteristics of the "Me I Take for Granted".

Have students construct advertisements to sell: themselves, their friends, their school, their family, their town.

Have students write one positive statement on a slip of paper for each student in the class. Stuff into envelopes marked with the names of each student. When complete, the envelope is returned to the student whose name is on the outside. You may want them to sign their names or to review comments to avoid negative feedback.

(Reference) Divide students into two groups. Have one group list characteristics of a person with a good self concept; have the other group list characteristics of a person with a poor self concept. Ask students to answer the questions on the reference sheet.

Have students interview one peer and one adult. Have them answer the question: What do others do to make you feel better about yourself? What do you do to feel better about yourself?

Have a "Show-Off Day". Have students bring in something they have been doing that they feel good about. (Marilyn Orgaard, Wishek)

Teacher Reference

Self Concept and Behavior

1. Divide students into groups. Have one group brainstorm characteristics of a person who has a positive self concept and the the other group brainstorm characteristics of a person who has a negative self concept. Characteristics could be written on large sheets of paper cut out to resemble paper dolls. Examples would include:

Pam/Pete Positive Self Concept

- Is in control
- Creative
- Has friends
- Thinks ahead
- Confident

Nellie/Ned Negative Self Concept

- Feels down about themselves
- Quiet
- Overly loud
- Withdrawn
- Feels that others don't like them
- Easily discouraged
- Believe that they will fail

2. Post two lists with titles above. Gather students around the two lists. Explain that no one person is generally all of these characteristics. In fact, on some days we may have one or more of these characteristics.

Ask students the following questions about the two characters. Then give the answers to the questions.

Which one is most likely to be a juvenile delinquent?

Which one is most likely to be able to solve her/his own problems?

Which one is more likely to show poor mental health?

Which one is more likely to have ulcers?

Which one is more likely to bite nails?

Which one is more likely to be happy?

Which one is more likely to be violent?

TOPIC: Values and Goals

OBJECTIVES: Define values and goals.

List personal values and goals.

Recognize that people have different values and goals.

Determine how values and goals may change with different stages in life.

CONCERNS: Understanding my friends.

Understanding my parent(s).

Understanding other family members.

Understanding the opposite sex.

Getting others to listen to me.

Being liked by those my own age.

Getting pushed into something I don't want to do.

Being put down or teased.

Getting attention and respect from adults.

Helping people.

Being O.K. as a person.

Doing what girls (or boys) are supposed to do.

Understanding how I feel inside.

Developing hobbies or interests.

Doing well in school.

Growing (or not growing) like my friends.

Pregnancy.

What I look like.

Making decisions for myself.

Planning what I will do after high school.

Getting married.

Doing things for myself.

LEARNING ACTIVITIES

Differentiate between values and goals.

Have students list eight things they would like to do. Then rank these eight things in order of importance. Discuss as a class what individual values and goals are reflected by the student's lists.

Have students interview an adult family member. Have this family member list eight things they would like to do and rank in order of importance. Discuss as a class the similarities and differences. Do family members have any similar values and goals.

Have students list 10 values that are important to their family.

Have students empty their pockets, purse, notebook, wallet. Select three things you could give up, three things you could not give up. Tell why you selected each. (From New Jersey Guide).

Have students ask a parent what his/her values and goals were at age 15, 20 and now. How have they changed during various life stages?

Discuss how a person's values and goals can contribute to a positive or a negative self image.

(Bulletin board) Bring a picture of an activity that you like to do and a picture of an activity that you like to do as a family.

(Handout) Make copies of a blank shield ("My Personal Coat of Arms") and give one to each student. Ask them to create a personal coat of arms by completing the 4 sections of the shield. The sections should represent: (1) a picture of something you are good at, (2) a picture of something you would like to become better at, (3) a picture of your greatest achievement in the past year, (4) three words which you hope people would say about you.

Have students share their coats of arms in small groups. If made of sturdy paper, coats of arms could be used as mobiles.

Have students bring in a "Me Bag". Ask students to gather five to ten items they feel best represent themselves and bring them to class in a paper sack. Each student takes a turn explaining the items in their sack. This is a good way to gain insights and interesting information about the students. (Deb McKay, Grafton)

(Handout) Have students look at case examples showing conflict in values ("Values and Action: It's Your Choice"). Have them identify the values that are conflicting. Then have them make a decision for the person involved.

Have students make a collage that describes themselves using magazine pictures. These could be hung up around the classroom. Students may want to try to guess who the collage represents.

Have students use the planning process from FHA-HERO to make a decision about a class activity.

Have students draw a life line from today until the end of their lives. What big events do they anticipate?

Review students concerns. What ones are reflective of their values when they took the survey? Have any of these changed?

(Handout) Have students complete handout "Something I'd Like To Do".

Topic: Values and Goals

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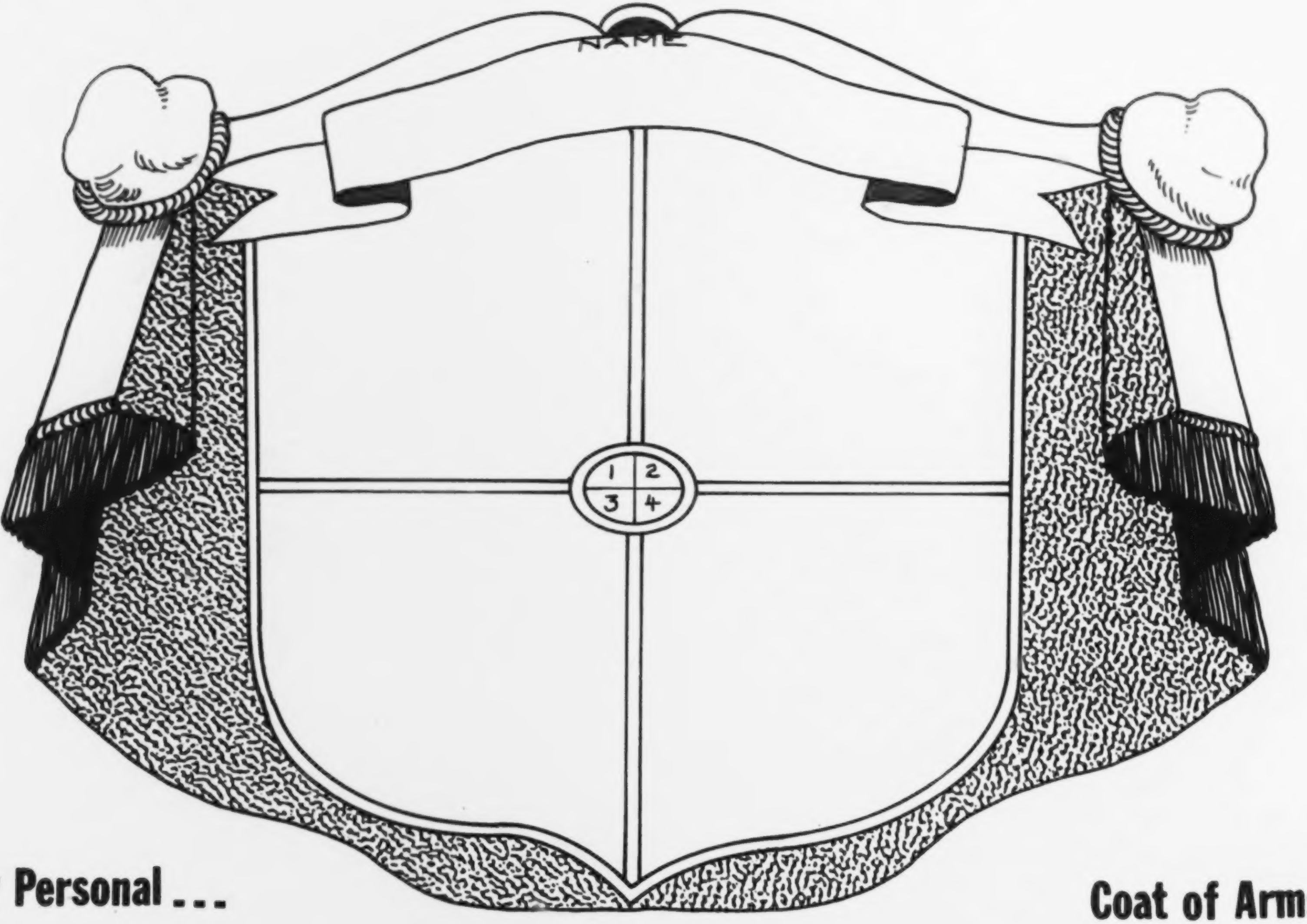

My Personal . . . **Coat of Arms**

Values and Action...It's Your Choice!

Situation 1: Cammie is concerned about her grades in English. She has decided that she is going to spend more time on this class. On a night when she has a big English test to study for, her friend Michele calls and asks her to go to the game in 15 minutes.

Situation 2: Janey's family doesn't have a lot of extra money. The latest thing in fashion is a sports jacket in school colors. All of Janey's friends have them, because their parents paid for the jackets. Janey is just dying to have one too, but she doesn't have any money.

Situation 3: Jeb is really involved in sports. He could play basketball all of the time. His friends have started going with girls at school. They are putting a lot of pressure on him to go with someone too. He really isn't interested, but his friends mean a lot to him and he doesn't like to be different from them.

Situation 4: It seems like everybody Eric knows smokes. Eric is not really interested in smoking. He had an uncle who died of lung cancer. He isn't interested in doing anything that might affect his health. After the big game, his friends get together, and they try to get him to smoke.

Situation 5: Angela has been invited to Shawna's big party. Shawna is one of the most popular girls at school. She's really excited to be friends with Shawna. But the rumor is that Shawna's parties are at times when her folks are not home. Plus, alcohol is served as the main course. She really doesn't want to get into drinking.

Situation 6: All the guys in the crowd are shoplifting. It's not that they have taken anything that is expensive. They have shoplifted just for the fun of it. Cam hasn't. He doesn't think that shoplifting is a smart thing to do. Plus, his parents would skin him alive.

Situation 7: The big dance is next Friday night. Some students are going to meet outside the dance because Jason is bringing a bottle of vodka and cigarettes. Everybody is talking about it and everybody who is anybody is going to be their. Bransen isn't so sure that he wants to be involved.

Name ____________________

SOMETHING I'D LIKE TO DO...

Tomorrow...

Next weekend...

Next summer...

Next year...

When I graduate from high school...

When I am 65...

TOPIC:	The Way We Grow
STUDENT OBJECTIVES:	Describe physical, social, emotional, and intellectual characteristics of early adolescents. Describe developmental tasks of adolescence and relate to self. Describe physical differences/similarities between males and females. Explain how human life begins. Analyze the role of heredity and environment to individual growth. Analyze environmental factors which influence roles of males and females.
CONCERNS ADDRESSED:	Understanding my friends. Understanding my parent(s). Understanding other family members. Understanding the opposite sex. Getting others to listen to me. Being liked by those my own age. Getting pushed into something I don't want to do. Dealing with family problems. Getting attention and respect from adults. Being O.K. as a person. Doing what girls (or boys) are supposed to do. Understanding how I feel inside. Developing hobbies or interests. Doing well in school. Growing (or not growing) like my friends. Pregnancy.

What I look like.

Making decisions for myself.

Having things that are "in".

My health.

APPLICATION: Science, Math

LEARNING ACTIVITIES

Brainstorm: Great things about being a 7th/8th grader, and not-so-great things about being a 7th/8th grader.

Have students interview a parent/an adult to identify two things they remember about being in junior high. Have students share these in class. Have them classify if they were "good" or "bad".

Have students write a letter to an imaginary friend on how they feel right now as a 7th/8th grader. Refer to an English text on how to write a friendly letter.

Define developmental tasks.

Have students report on developmental tasks of different life stages (including parents).

Give examples of how your actions and the actions of people you know are related to the developmental tasks. Bring in pictures.

Discuss case examples or news clippings of someone who didn't achieve developmental tasks of a particular stage/age. How does this influence the way the person acts/feels about him/herself? How does this influence the way others act toward them?

Break students into groups. Have students cut out pictures to represent physical, social, emotional, and intellectual characteristics of early adolescents.

(Handout) Have students complete "Mirror, Mirror on the Wall." Students should list three physical, social, emotional, and intellectual characteristics of themselves. Examples would include: physical (tall for my age, brown hair), social (make friends easily, would prefer to be by myself), emotional (happy most of the time, try not to show emotions in front of other people), intellectual (can memorize things pretty easily, like to fix things that are broken). Encourage them to list positive characterisitics or characteristics that they are proud of.

When students have completed the previous handout, have them identify those characteristics which are environmental and those which are hereditary.

Have students list five personal characteristics that they have inherited.

Have students list characteristics of environment: home, school, community. Discuss the effect that this has on them.

Read the poem, "Listen to the Mustn'ts". From Silverstein, Shel. Where the Sidewalk Ends. New York: Harper and Row, 1974, page 27. Ask: What would a child be like who grew up in an environment of "mustn'ts"?

Have students record their height at the beginning and end of the semester/year. Compare records. What percentage of the students showed growth? What is the average growth for students in the class?

Compare ages of physical maturation and marriage 100 years ago and today. Physical maturation 100 years ago was 16.5 years and today is 18 years. Marriage 100 years ago was at 18 years and today is 21.6 years. Explain that the statistics were taken from the average age of menarche for young women. Ask students: What is this table saying? What effect does earlier maturation have on the adolescents today? What are advantages/disadvantages for this trend? Discuss that teens may form attachments too early. They may be physically mature but not emotionally, socially, or intellectually mature.

Dawn and Don are early maturers physically, while Erin and Aaron are late maturers. What are advantages and disadvantages of early maturation/late maturation?

What effect does maturation have on grooming?

Review physical characteristics of males/females. Discuss normal sexual development and reproduction.

Set up a "Question Box" on areas that students would like to discuss related to sex and reproduction.

Have students clip advertisements depicting teens and sexuality. What behaviors are represented? What pictures represent conflicting behaviors? (Example: female who is both innocent and sexy) Are the behaviors reflective of the way teens actually are today?

Have parent/teen sessions on adolescents and sexuality. These should be set up based on needs and interests expressed by teens and parents. This may be best conducted through the use of the advisory committee.

Discuss problems associated with teen pregnancy.

Have students sit in a circle. One person starts by naming a feeling they have felt in the past 24 hours (such as: happy, sad, proud, angry, helpful, left out, important). Have others in the group express that feeling using facial expressions/body language. After acting out the feeling, ask each person to finish the following sentences: "When I feel_____, I ..." "When I act ______, others ...." Continue to the next person.

(Bulletin board) "Feelings Are Contagious." Illustrate the man who had a bad day then picked on his wife, who then picked on the child, who then picked on the cat.

Have each student bring a picture depicting one feeling. Post and number pictures. Have students identify on paper what feelings are depicted. Then have the student who brought the picture identify the feeling depicted and why. Did class members agree? If not, discuss that how we feel and act are sometimes interpreted differently by other people. (Nancy Malm, Flasher)

Have students identify how they feel about being a 7th/8th grader by showing thumbs up/thumbs down.

Have students use "feel wheel" to describe how they feel today (from Slater, Shirley, and Cibrowski, Lee. What Do You Like About Yourself? Developing A Positive Self-Concept. Home Economics Education Association, 12010 Sixteenth Street, Northwest, Washington, D.C., 20036. 1982)

Have students keep track of the ups/downs they feel for a day. Did the ups outweigh the downs or vice versa? Discuss that adolescence is typically a period of emotional ups and downs. Some have called adolescence a period of "storm and stress." If adolescence is a period of storm and stress, how does this affect your feelings about yourself? How does it affect the feelings that others have toward you? (Examples: parents, teachers)

(Handout) Have students complete "Feelings". Have students identify what happens when emotions are out of control.

Have students in small groups identify ways to manage emotions.

Have students write on a sheet of paper what they want to be doing when they are 25 years old. Separate girls and boys responses. Are there differences? Do there have to be differences?

Have students bring in magazines they normally read (16, Seventeen, Mad, Sports Illustrated, Boys Life). Have them make a list of what males and females are doing in the pictures. Are there differences? Do there have to be differences?

(Bulletin board) "I'm Free to Be What I Want to Be!" Post clippings of males and females in traditional and expanded roles.

Have students keep a list of sex stereotyping in school.

Watch TV programs and classify the ways that men/women are depicted. Discuss: Is this the way it really is?

Survey children's toys. What toys would you buy for both boys and girls? What toys would by only for boys/girls? What does this say for roles of boys/girls?

(Handout) Have students analyze television or magazine ads using "Ad Analysis" to show the way men and women are depicted. Tabulate and share results. Discuss the effect of influences on choices/behavior or teens.

Topic: The Way We Grow

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Feelings Grow Too. Sunburst Communications, Room KQ74, 39 Washington Avenue, Pleasantville, New York 10570.

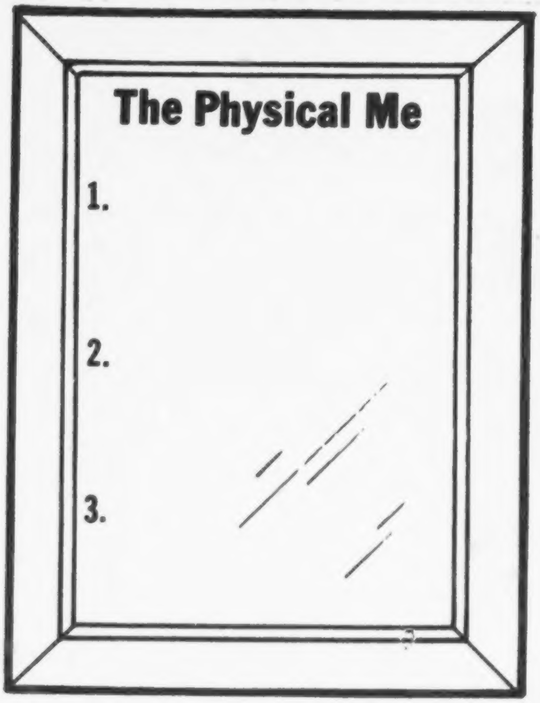
Girls And Boys: Rights And Roles. Guidance Associates Inc., Comomunications Park, Box 3000 Mount Kisco, New York 10549.

Understanding Yourself. Educational Audio Visual Inc., Pleasantville, New York 10570.

Name ______________________

Mirror, Mirror on the Wall...

List three characteristics of yourself for each of the following.

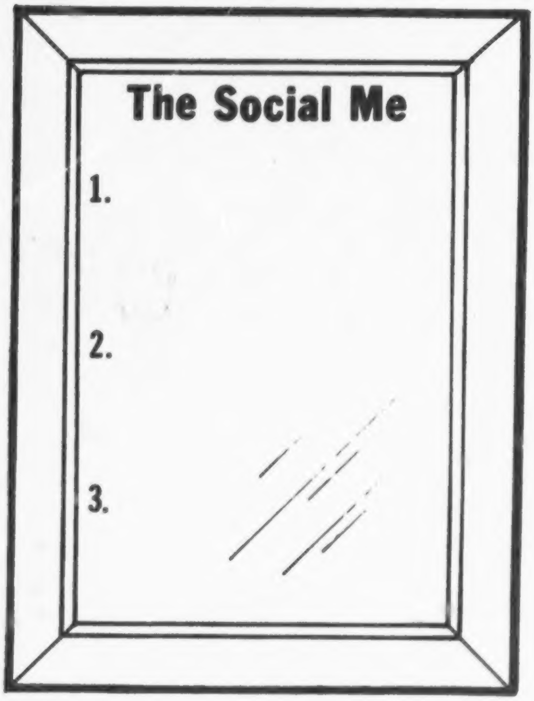


The Physical Me

1.

2.

3.

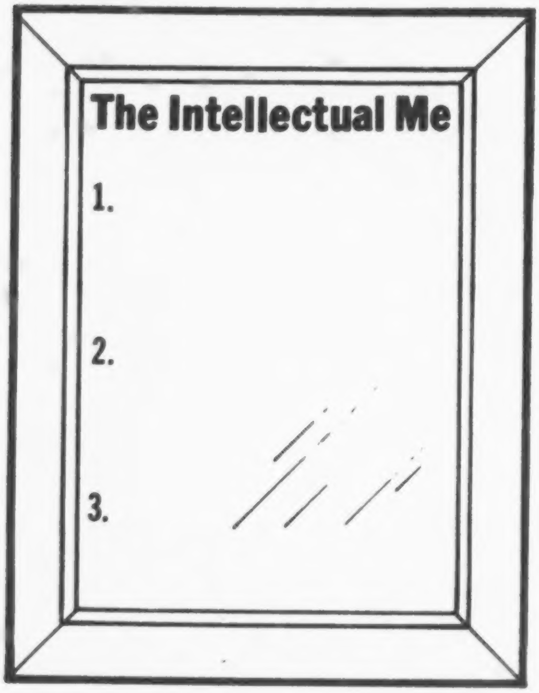


The Social Me

1.

2.

3.

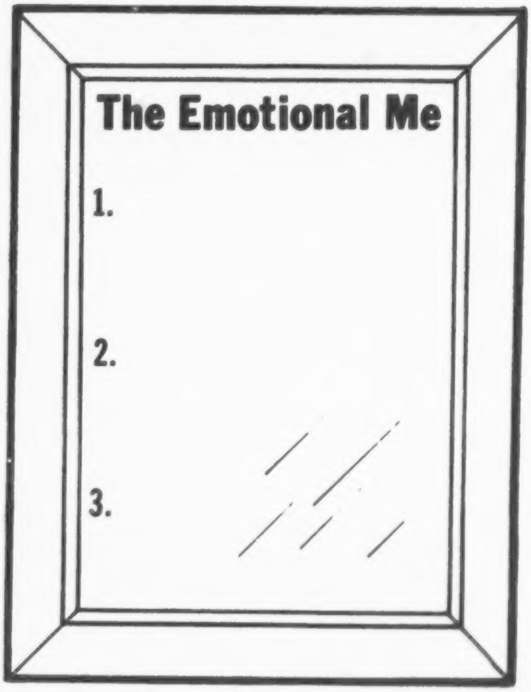


The Intellectual Me

1.

2.

3.



The Emotional Me

1.

2.

3.

Name ______________________

FEELINGS

Feelings are a natural part of life. But, sometimes, we feel an emotion so much and so long that it becomes a negative feeling. When this happens, we don't feel good about ourselves. We feel down, we may lose control of our actions, others may avoid us or say "Gee, you're in a bad mood."

Circle those feelings which you have felt which later made you feel negative.

Happy

Hurt

Left out

Angry

Giggly

Sad

Important

Bored

Identify ways to bring your feelings under control.

Name ____________________

AD ANALYSIS

Males and Females in Advertising

1. How often are males shown as:

Househusband/father ____________________

Sex object ____________________

Romantic ____________________

Working man ____________________

Athlete ____________________

Other ____________________

2. How often are females shown as:

Housewife/mother ____________________

Sex object ____________________

Romantic ____________________

Working woman ____________________

Athlete ____________________

Other ____________________

TOPIC: Relationships with Family and Friends

STUDENT OBJECTIVES:

Describe roles and responsibilities of family members and friends.

Recognize characteristics of relationships which lead to personal growth.

Recognize the unique contribution that the family makes to its members.

Recognize and accept the variability of family life styles.

Plan a family activity based on family uniqueness.

Identify personal situations involving peer pressure; suggest resolutions.

Give and receive positive feedback.

Recognize the role of communication in group process.

Recognize the relationship between group functioning and cooperation, communication, and shared responsibility.

CONCERNS ADDRESSED:

Understanding my friends.

Understanding my parent(s).

Understanding other family members.

Understanding the opposite sex.

Getting others to listen to me.

Being liked by those my own age.

Getting pushed into something I don't want to do.

Understanding children.

Being put down or teased.

Dealing with family problems.

Getting attention and respect from adults.

Helping people.

Being O.K. as a person.

Doing what girls (or boys) are supposed to do.

Understanding how I feel inside.

Doing well in school.

Having my own privacy.

Pregnancy.

Making decisions for myself.

LEARNING ACTIVITIES

Define roles. Divide students into teams of two. Have teams complete the statement: "I am a ..." The team with the greatest list of roles wins. (Examples: brother, cousin, babysitter, student)

(Handout) Have students describe their family by completing the handouts "My Family".

Have students draw their impression of their own "Family Fun Time". Have them explain to the class. Have them explain what were common/uncommon things about the way families were represented. Discuss how families are unique, yet the functions are the same.

Have students complete the statement: "A Family Is..."

This activity is designed to help the student identify the family's financial responsibility to children. Have students list all of the clothing which they are wearing now. Using a catalog, estimate the cost. List the food they eat in one day. Itemize the cost. Do library research and find out the current cost of raising a child. Discuss the costs of other areas of physical care. Use bills or newspapers to find out the cost of housing, transportation, education, etc. Discuss ways in which families meet these physical needs, e.g., earning money, sharing child care services, careful buying, mother working, children working, etc. Information could be shown on a bulletin board, in a display case, or on a handout. Discuss findings. Discuss financial pressures on the parent. (Adapted from: New Jersey Guide)

Divide into groups. Have each group brainstorm responsibilities of parents, brothers/sisters, children, friends.

Discuss what happens if people don't live up to their expected roles/responsiblities.

Conduct a survey of parents, brothers/sisters, children, friends to determine roles/responsibilities.

Brainstorm expected roles of males and females. Could these roles be reversed? Are they essential for one to be considered a male or female? What if males/females don't follow expected roles?

Tell students that they are now "Sherlock Holmes, Super Sleuth". Their assignment is to observe families to identify ways that family members make each other feel good about themselves. Classify according to what parents do to make children feel good about themselves, what brothers and sisters do to make each other feel good about themselves, and what children do to make parents feel good about themselves.

Discuss the importance of rules to group functions. Have students identify rules that make their families work.

Divide into family groups of varying sizes and structures. Assign roles (mother, daughter, son). Have students identify rules that the family would need to set for themselves. Are there similarities/differences between families? Why/Why not?

(Handout) Complete "Homework: Who Does It?"

Have a "Trade Chores Day" where family members trade jobs. Discuss why certain people get these jobs. Who else in the family could do it?

List activities a family can do together. Have students discuss why some activities are possible with some familieis but not with others.

For an out of class experience, have the students schedule a "Time Out for Family". This special time should be set aside for planned family activity or discussion. To make this work, the students need commitment of family members, a designated time frame, no distractions, and an activity which can be enjoyed by all. Examples would include: playing Monopoly, reading stories together, going on a picnic, going skating together, having a special meal together. This could be a community-wide event promoted by FHA-HERO.

Have students give one positive statement to each family member. Keep track of reactions. Reactions may not always be positive. Why?

Have students give 1 positive comment to each student in the class. Examples would include: nice, pretty, always friendly.

Keep track of the + and - feedback that you get during the day. Did students get more + or - feedback? What happens if a person only gets - feedback?

(Bulletin Board) "The Order of Things." Post baby pictures of students in categories of "Only Child", "Oldest Child", "Middle Child", "Youngest Child". Have students identify one good thing and one not-so-good thing about their position in the family.

Read "For Sale", a poem advertising one sister for sale. From: Silverstein, Shel. Where the Sidewalk Ends. New York: Harper and Row, 1974, page 52. Discuss. Ask: Have the students ever felt like this? What are the advantages/disadvantages of having sibling(s)?

Have students list three things about their brothers/sister that they like. Have brothers/sisters list three things about the students that they like.

Collect cartoons showing relationships between brothers/sisters. Are these true/false?

Compare developmental tasks of parents/children. What causes conflict?

"Dear Dan Flanders". Have the students develop relationship situations that they would like to have solved. Have them present solutions.

Think of an example of something that your friends have had that you wanted (Example: label on designer jeans). What did you do? Give cases.

Have students complete the sentence: "All my friends..." Discuss fads and peer pressure. What effect does this have? If you really aren't interested in a fad, what do you do? What ones are harmful/not harmful?

Brainstorm evidences of peer pressure. Check those that would influence you.

Have students read or see the film "The Outsiders".

Have students interview three others. Have each person identify one "characteristic of a true friend". Have students add traits to a list posted in the home economics room. Compile the list.

After completing the previous activity, use a "Q-Sort" technique. Have students write one characteristic of a true friend on each slip of paper. Then have them put characteristics in order from those that are most descriptive of that student to least descriptive of that student. Tape list in order onto paper.

(Bulletin Board) "Friends." Bulletin board should be divided into two columns. The heading of one column should be "10 Tips to Make Friends", and the heading of the second column should be "10 Tips to Lose Friends".

Identify those students who have been in a situation to obtain new friends. This could be someone who has moved or gone away for the summer. Have students identify ways to make new friends. Compare lists with those who have been in a situation to make new friends.

Have students form a line. Whisper a story line to the first student who then whispers the story line to the next student, and so on. Have the student at the end of the line, write the story line on the board. Was it the same as the beginning?

(Reference) Play "Broken Squares."

Topic: Relationships With Family And Friends

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Welcome To Our World. Educational Audio Visual Inc., Pleasantville, New York 10570.

Understanding Your Parents. Guidance Associates, Inc., Pleasantville, New York 10570.

Name ____________________

MY FAMILY

Name ____________________

. . . MY FAMILY . . . .

What I like best about my family...

Fun times with my family include...

What I can best contribute to my family...

If I have a family of my own, I plan to...

Name ____________________

-----HOMEWORK-----

WHO DOES IT?

Chores	Who Does It Now?	Would They Like A Change?
Shops for groceries.		
Cooks meals.		
Does dishes.		
Does laundry.		
Shops for clothes.		
Mends clothes.		
Takes care of car(s).		
Makes home repairs.		
Cleans house.		
Earns family income.		
Provides transportation for children.		
Takes care of children.		
Pays bills.		
Takes out garbage.		
Cares for pets.		
Gives out allowances.		
Resolves family disagreements.		
Takes care of lawn.		
Shovels snow.		
Plans family fun times.		

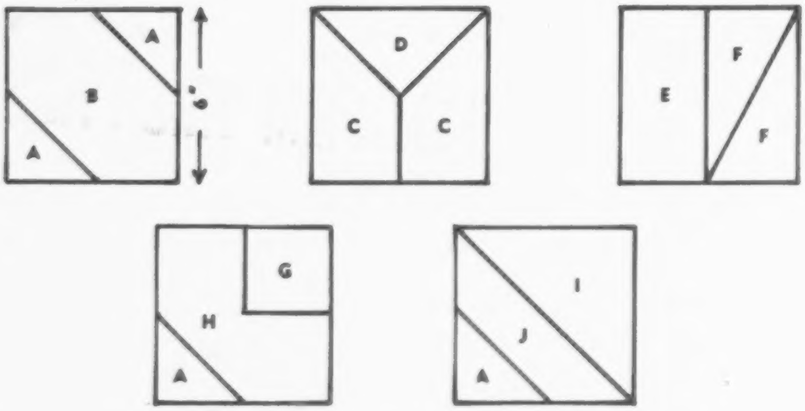
Adapted from: Cutting, B.J., and Lovrien, A. Building Strong Families: A Discussion Guide. Minnesota Curriculum Services Center, 3554 White Bear Ave., White Bear Lake, MN 55110.

Teacher reference

Directions for Broken Squares

A set consists of five envelopes containing pieces of cardboard which have been cut into different patterns and which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares of equal size, six-by-six inches. Place the squares in a row and mark them as below, penciling the letters a, b, c, etc., lightly, so that they can later be erased.



The lines should be so drawn that, when cut out, all pieces marked a will be of exactly the same size, all pieces marked c of the same size, etc. By using multiples of three inches, several combinations will be possible that will form five squares six-by-six inches.

After drawing the lines on the six-by-six inch squares and labeling them with lower case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark the five envelopes 1, 2, 3, 4, and 5. Distribute the cardboard pieces in the five envelopes as follows:

Envelope 1 has pieces i, h, e
2 a, a, a, c
3 a, j
4 d, f
5 g, b, f, c

Erase the penciled letter from each piece and write, instead, the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

Some Ideas for Discussion of Broken Squares

First of all, explore with the group "what happened within the group" when you played the game?

(a) Who was willing to give away pieces of the puzzle? Did anyone finish his puzzle and then somewhat divorce himself from the struggles of the rest of thr group?
(b) Was there anyone who continually struggled with his pieces but yet was unwilling to give any or all of them away?
(c) How many people were actively engaged in mentally putting the pieces together?
(d) What about the level of frustration and anxiety - who was pulling his hair out?
(e) Was there any critical turning point at which time the group began to cooperate?
(f) Did anyone try to violate the rules by talking or pointing as means of helping fellow members solve their puzzle?

Now, let's assume you were giving away "ideas" rather than "pieces of a puzzle". Think, then about the way you were sharing ideas to solve a problem - (trading pieces to form 5 squares). Go back and "talk through" again what happened in the game. (The questions below refer to the previous questions with the same letter designation).

(a) Are there times when in our own family or in our 4-H clubs that we finish our part of the problem (our own square) and don't seem to care about helping the group? When does this happen - (we're looking for an example!)
(b) What happens to us as persons when we sit and struggle with our own ideas and don't give any away (and thus don't receive any either)?
(c) Does it help in solving a problem when each person in the group has a chance to share his ideas?
(d) If we got anxious and frustrated putting a puzzle together is it any wonder that we also get anxious when solving a problem that's more emotional than a puzzle? "What" in the game frustrated you most?
(e) What makes a group want to cooperate? Did (or does) anyone in your group "take the lead"?
(f) What makes us want to violate the rules? Is it to "help someone else" or to "get the job done"? Does it make any difference?
(g) What did playing the game tell you about yourself?
(h) What was the most difficult piece to work with?

Source: Pfeiffer, J. William and John E. Jones, A Handbook of Structured Experiences for Human Relations Training, Vol. 1, Iowa City, Iowa, University Associates Press, 1969, pp. 24-30.

TOPIC: Change and Conflict

STUDENT OBJECTIVES:

Recognize the need for change.

Recognize that people vary in their abilities to change.

Recognize the process of change.

CONCERNS ADDRESSED:

Understanding my friends.

Understanding my parent(s).

Understanding other family members.

Understanding the opposite sex.

Getting others to listen to me.

Being liked by those my own age.

Getting pushed into something I don't want to do.

Being put down or teased.

Dealing with family problems.

Getting attention and respect from adults.

Being O.K. as a person.

Doing what girls (or boys) are supposed to do.

Understanding how I feel inside.

Having my own privacy.

Growing (or not growing) like my friends.

What I look like.

Making decisions for myself.

Doing things for myself.

LEARNING ACTIVITIES

Interview fellow students to identify changes that have occurred in the past 12 months.

Identify what coping behaviors are needed to adjust to those changes.

List changes that you have made in the following areas: physical, social, myself, my family, my school, my society.

List changes that you will need to make in the next 12 months.

Brainstorm most frequent conflicts teens have with parents. (Examples: cleaning room, talking too long on the phone) What happens? How could the conflict be resolved? Discuss your proposed solution with your parent(s). Share results with the class.

Identify a situation which brings about conflict. Identify how the conflict could be resolved. Try it out.

Roleplay parts of teens and parents in conflict situation. Come to resolution of conflict.

(Handout) Complete handout individually or in small groups ("Conflict").

Topic: Change and Conflict

ADDITIONAL REFERENCES

Teacher References

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Singer, M. It Can't Hurt Forever. NY: Harper and Row, Publishers. 1978.

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Family Problems: Dealing With Crisis. Walt Disney Educational Media Company, 500 Buena Vista Street, Burbank, California 91521.

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A conflict situation that I have been involved in....

Ways to handle the situation which would be ineffective.....

Ways to handle the situation effectively....

My solution.....

TOPIC: Getting to Know Others Not Like Me

STUDENT OBJECTIVES:

Recognize uniqueness of each individual.

Recognize commonality between groups different from me.

Identify ways which facilitate closeness in those unlike myself.

Accept aging as a natural life process.

CONCERNS ADDRESSED:

Getting others to listen to me.

Understanding elderly people.

Understanding handicapped people.

Getting attention and respect from adults.

Helping people.

Being O.K. as a person.

Understanding how I feel inside.

Making decisions for myself.

Doing things for myself.

LEARNING ACTIVITIES

(Bulletin Board) "Aging: Everybody's Doing It!" Post pictures of famous people. (Resource: "It's the Year 2020: Can You Still Recognize these Famous Faces?" Coed, 29(6), 32-36, February 1984.

(Handout) Have students complete openended statements on aging. This could be done before and after class experiences with elderly persons.

Have students list positive things about being an elderly person and negative things about being an elderly person. Interview own parent(s) and grandparent(s) or other older persons on the same topic. Compare responses. Is growing old perceived differently at different ages?

Discuss developmental tasks of elderly individuals. How are they different from adolescents?

Set up an "Adopt-A-Grandparent" program. Have students visit an elderly person once a week for a given period of time. Students may want to help the person during that time (examples: windows, cleaning, writing letters, baking). This could be an FHA/HERO project.

Have student participate in "Meals on Wheels" program. This could be an FHA/HERO project.

Have students interview an elderly family member. Ask: What do you remember about being a teenager? What important events were occurring at that time?

Have students interview an elderly family member to identify a life line.

Simulate handicapped conditions (e.g., blindfolded, wearing darkened glasses, wheelchair bound). Carry out routine activities for a specified period of time. Write a paper discussing your activities, your feelings, and other's reactions to you.

Volunteer to work with handicapped children (e.g., Special Olympics, home economics activities for elementary special education). This could be an FHA/HERO project.

If there is an exchange student from another country, have this student discuss how life in his/her family is like/unlike living in this community.

Topic: Getting to Know Others Not Like Me

ADDITIONAL REFERENCES

Teacher References

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Belonging To A Group. Guidance Associates Inc., Communications Park, Box 3000 Mount Kisco, New York 10549.

Welcome to Our World. Educational Audio Visual Inc., Pleasantville, New York 10549.

Name ____________________

Aging

An elderly person feels...

An older person would not enjoy doing...

Younger people should help the elderly...

An elderly person would not feel good about...

People should accept aging as a...

When I am elderly, I will...

Elderly persons should...

The worst thing about being old is...

A person is elderly when...

When I am around an older person, I...

CONCEPT: CARING FOR CHILDREN

By: Ellen Harrison
Curriculum Specialist

TOPIC: Caring For Children

STUDENT OBJECTIVES:

Describe physical, social, emotional, and intellectual characteristics of children according to four age groups (younger infant, older infant, toddler, preschooler).

Compare the costs and benefits involved with child rearing.

Provide child care that will meet safety, health, and other basic needs of children at various ages.

Compare babysitting with parenting and list overlapping characteristics.

List and describe different career opportunities related to child care.

CONCERNS ADDRESSED:

Understanding my parent(s).

Understanding other family members (Example: sister).

Getting others to listen to me.

Understanding children.

Dealing with family problems.

Getting attention and respect from adults.

Helping people.

Being O.K. as a person.

Doing what girls (or boys) are supposed to do.

Understanding how I feel inside.

Developing hobbies or interests.

Making decisions for myself.

Getting a job.

Getting more money.

APPLICATION: Math, Science

LEARNING ACTIVITIES

(Bulletin board) Have students each bring one photograph of themselves from infant to age 4. Arrange the exhibit around the title "Guess Who?". Have students see who can identify correctly the greatest number of pictures.

(Bulletin board or display) Have students obtain pictures of teachers from infant to age 4. Have a contest to see which student(s) or teacher(s) can guess the largest number correctly. This could be an FHA-HERO sponsored activity at a special school event, such as homecoming.

(Teacher reference) While studying emotional development, have students pantomime "Emotions In Motion". Using the teacher reference, cut apart positive and negative emotions. (Others can be added.) Have each student select a card and then act out that emotion silently in front of the group. During the discussion that follows, the teacher can point out that all feelings are acceptable, but that all ways of expressing those feelings are not equally acceptable. The class can then discuss what actions are acceptable to convey each emotion.

(Handout) Using "My Little Friend", have students identify a child they know. For this child, have them identify physical, emotional, social, and intellectual characteristics. In the discussion that follows, have students report on their friend and describe characteristics the child has which are typical for their age level. These may be reported according to different ages.

(Handout) "The Way We Grow" is a chart on physical, social, emotional, and intellectual development. Use this as a basis for discussions of characteristics of each age.

Play the game "Ages and Stages". From: Forecast for Home Economics, December 1981, 38ff. (Rebecca Fahy, Jim Hill Junior High School, Minot).

Have students describe how one or more activities stimulate physical, emotional, social, and intellectual development. Examples would include: peek-a-boo, hide and seek, a sandbox, swing set, teeter-totter, riding a tricycle, setting the table, buttering their own bread, and playing dress-up.

(Teacher reference) Have students role play situations between a care giver and a child. After the role play, identify the feelings of the child, the effect on the child's development, and the child's likely behavior.

Line up student photographs, collected earlier, according to age. Try to have pictures of the different age groups represented in the handout "The Way We Grow". Discuss physical differences.

From a coloring book, choose a picture that has some small details. Have students color the picture using the hand they use least. Have students describe their feelings; relate these to feelings of children in the different age groups when children are asked or told to do something they are not ready to do. Examples would include: dress themselves, tying their shoes, picking up their toys, eating neatly, printing their names, counting, and sharing.

(Handout) Use "When Did I Do This?" when covering physical development. Have students cut apart the steps and tape them in the order they think they accomplished each step. Send another sheet home for parents to complete as to when the student actually performed the task. Have students compare their responses and parent responses. What are the differences and what are the similarities? (Pam Peterson, Grand Forks)

Have students guess the age that a child can be expected to perform common tasks or behaviors (Examples: sit without help, feed self, dress self). Research the correct answers. Some students will probably know children who are "ahead" or "behind schedule". Discuss why this may be so.

Have students talk with their parents to identify one way their surroundings have affected their development physically, socially, emotionally, and/or intellectually. Examples would include: strong teeth or straight teeth, interest in music.

Read the poem "Listen to the Mustn'ts". From Silverstein, Shel. Where the Sidewalk Ends. New York: Harper and Row, page 27. (Rebecca Fahy, Jim Hill Junior High, Minot).

(Handout) Use "Intellectually Speaking" when discussing intellectual development. Have students choose three activities from the list and write a description of how this activity promotes intellectual growth.

Child care options include: at-home care, family day care homes, day care centers, nursery schools, after school care, and babysitters. Have students poll three working parents to see which form of child care is used most often and what some advantages and disadvantages are. Have them report their findings to the class. Point out that over 50% of working parents use these options.

Using a panel of parents from different generations, discuss parenting responsibilities. Students can ask questions they have prepared ahead of time and also many that come up during the discussion. It is a very good firsthand experience for the students, and panel members enjoy sharing their experiences. Point out that most parenting responsibilities are the same regardless of the time period; other responsibilities differ according to the time period. This could be an FHA/HERO activity associated with grandparents day. (Adapted: Barbara Luebke, Wyndmere)

Invite parents with their children to class. Plan a question and answer period in order to discover the needs of young children and what these parents feel are parental responsibilities to their children. Students will record answers and use them to write their feelings toward the viewpoints represented. Have appropriated toys on hand to amuse children while parents are speaking.

(Handout) Use the "Happy Harry and Holly, Sad Sam and Sally" story along with paper bag puppets to show how to give positive guidance to a child. (Beverly Kinnischtzke, Ashley)

(Handout) Use "Challenges Kids Create" to determine a child's needs in these situations given and to identify positive guidance approaches in meeting these needs. (Adapted: Beverly Kinnischtzke, Ashley)

(Handout) "What I'm Worth". This worksheet can be used as an awareness opportunity for both parents and students to learn from each other. It has costs of a child on one side weighed against what a child is worth on the other. Have students complete the worksheet with parent(s). Point out that the teen years are the most expensive for the family budget.

Have a speaker from social services talk on child abuse. Encourage the students to ask questions. (Barbara A. Danner, Midway at Inkster)

Have students discuss rules, punishment, rewards, and consistency. How are these the same for parenting and babysitting and how are they different?

Brainstorm to come up with rules for one, two, three, and four year olds. Identify why these rules are needed.

Discuss the statement, "A child's play is his work". (For example: outlet for energy, physical development, a way to learn rules, learning cooperation and sharing.) Have students list different kinds of play appropriate for different ages and tell what value each has.

Have students learn fingerplays, songs, or games appropriate for different ages.

Have students assemble a babysitting guide book of all handouts and projects done in class.

Discuss toys appropriate for children of various ages. Identify characteristics of good toys and bad toys.

(Bulletin board) Show pictures of five safe toys and five pictures of dangerous toys. The title could be Terrific Toys vs. Terrible Toys. Identify why each toy is safe or hazardous. (Reference: Child's Play)

Present the following situation to students. A young child is coming to the student's home. Have students find three household objects that would be appropriate toys for a visiting child. Have students present and justify their choice.

Have students create a toy for a specified age group using household objects. Give students a limit of $2.50. (Examples: cheerios in a plastic container to be used as a rattle by a 6-12 month old). This could be used as an extra project for students who finish projects early. (Rebecca Fahy, Jim Hill Junior High, Minot)

(Handout) Have students select a toy for a child whom they know. This could be done through a special trip to a toy store or by browsing through a catalog. Have students evaluate their purchase using the handout provided. (Adapted: Rebecca Fahy, Jim Hill Junior High, Minot).

As a group, list several types of games (Examples: quiet, action, group). Put the name of the games into a hat and have students draw a game to demonstrate. Discuss when each type should be used and why more than one type should be used.

(Handout) "Am I Babysitting Material?" Have students answer the questions. Discuss that these characteristics are the same qualities necessary in parenting. Point out how answers can change with time. This could be used as a pre and post test.

What are characteristics that make a good babysitter? Interview parents to find out what they expect of a babysitter. Students may also interview teens with babysitting experience. List characteristics and discuss each.

Dividing students into two groups, have one group find out what they feel are responsibilities babysitters have to children. Have the other group identify responsibilities they feel parents have to children. Discuss each and identify commonalities and uniquenesses between the lists.

(Teacher reference) Use "Sitter Situations" when discussing responsibilities and correct procedures when babysitting. Students can role play their solutions to the situations.

Have students create a "Babysitters' Resource File". This file should contain a list of different things to do for different age groups when babysitting. Leave space to add ideas.

(Handout) Have students prepare a short list of important questions to ask parents before the sitter is left in charge. Distribute copies to parents and students. Publicize its availability.

Assign each student or a group of students to research a given emergency. As the report is presented to the class, a copy of the steps to take should be passed out to classmates and assembled in an emergency booklet. (Examples: insect bites, poisoning, fire, burns)

Have a public health nurse or emergency medical technician come to class. Have the nurse tell the class what they need to know about emergency medical procedures, first aid, and health when they babysit.

Use a hazards worksheet showing hazards to children to help students become aware of hazards such as: matches, electric outlets, poison, cleaning supplies, animals and their food, hanging cords, and open stairways. Have students find the hazard and tell how to change it.

(Suggestion for teachers) As you discover news articles about babysitting and safety, keep them in a file to refer to them as needed.

Have students survey their homes or homes of children they babysit for, to find hazards. Have them suggest ways to change these and provide a safe environment for small children. A creative title for this activity would be "Hazard Scavenger Hunt". (Rebecca Fahy, Jim Hill Junior High, Minot).

Role play different behavioral problems such as: anger, fear, disobeying, or temper tantrum. Have one student be the sitter/parent and the other be the child. Discuss possible reasons for each behavior and then role play one appropriate way to handle the situation.

Have a parent come in and demonstrate diapering and dressing a baby. Have enough dolls, clothes, and diapers for students to practice diapering and dressing.

Give the students an assignment involving reading and research. This could be a worksheet on a chapter they have been assigned to do. After they begin working, play a tape of a baby crying and fussing. The reactions from the students are varied, but all concentration is lost and frustration really shows. Discuss the effect this had on how well they completed the worksheet and how they felt about the baby. (Adapted: Betty Krom, Enderlin)

Discuss the importance of proper nutrition and nutritious snacks. List possible effects of improper nutrition on the child's ability to learn and develop.

Identify nutritious and creative snacks for different ages.

(Handout) Have a "Food for Kids Lab". Have students in labs make a meal or snack for a preschooler from foods on hand. (Adapted: Rebecca Fahy, Jim Hill Junior High, Minot).

Plan a one to two day playschool. Have students find the children, plan the activities, and prepare a snack.

For the play school, identify specific jobs. Have students apply for the jobs by writing a resume selling their expertise. Each job has a specific point value to indicate various salaries for positions. Example: "helpers" receive fewer points than "leaders". (Adapted: Harriet Gullingsrud, Simle Junior High, Bismarck)

(Handout) When reviewing the babysitting unit, use transparency or handout of two babies, one happy and one unhappy. Have students list things babysitters should do in the space beside the happy baby and things babysitters shouldn't do in the space beside the unhappy baby. (Darlene Wagner, Wilton)

(Bulletin board) Have students bring in pictures of people in different child care careers. Use as an introduction to the career section.

Have a child care worker come to class and make suggestions of what students can do when caring for children and tell some of the benefits of a child care job.

(Game) For review, play tic-tac-toe. Divide the students into two teams. Next, randomly select a captain for each team to mark an "x" or and "o" on the board. The teacher must establish rules and then ask the questions developed to cover the content in child care, having students take turns. Each "x" or "o" is worth a point. Keep track of total points to determine a winning team.

Topic: Caring For Children

ADDITIONAL REFERENCES

Teacher References

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Felio, Genelle. Using a Daycare Center to Teach Your Child Development Students. Forecast, April 1985, pp. 24-27.

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Oh Boy, Babies. On Prairie Public TV.

Parent For Tonight. Walter J. Klein Co., Ltd., 6311 Carmel Road, P.O. Box 2087, Charlotte, NC 28211. 1982. Can be found in the free film list in the high school library.

The Basics of Babysitting. Johnson and Johnson Company, P.O. Box 14313, Dayton, Ohio 45414. 1978.

What About You-Part Five. Child Care: Challenges and Rewards. Bennett and McKnight. Glencoe Publishing Co., 809 N. Detweiller Drive, Peoria, Ill. 61615. 1979.

Teacher reference

EMOTIONS IN MOTION

Note to teacher: Cut apart emotion cards.

LOVE	ANGER
HAPPY	SADNESS
EXCITEMENT	FEAR
SURPRISE	JEALOUSY

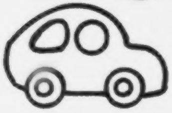
Name ____________________

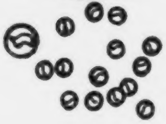
MY LITTLE FRIEND

Child's Name ______________________________

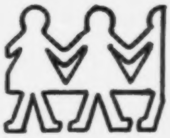
Child's Age ______________________________

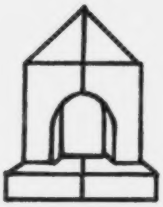
How I know my little friend:



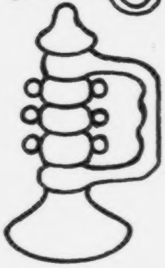


Characteristics of my little friend:



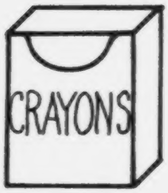


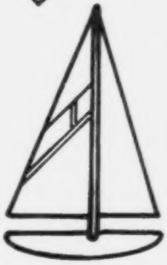
Physical



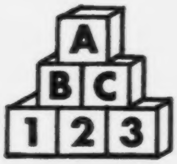
Social

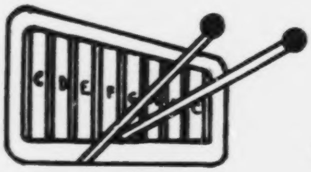
Emotional

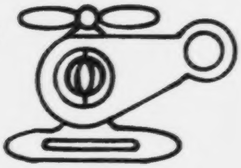




Intellectual







Name ____________________

THE WAY WE GROW

YOUNGER INFANTS (newborn----6 months)

PHYSICAL (size, motor movement)

Starts helpless
Lifts head when lying on stomach (1-2 months)
Lifts chest when lying on stomach (3-4 months)
Rolls over (4-5 months)
Sits alone (5-6 months)
Reaches out and grasps (6-7 months)

SOCIAL (getting along with others)

Begins to smile
Shows fear of strangers
Enjoys peek-a-boo game

EMOTIONAL (feelings)

Coos and laughs
Babbles
Cries when uncomfortable

INTELLECTUAL (thinking)

Follows sounds and movement
Recognizes faces
Distinguishes between friend and strangers

THE WAY WE GROW

OLDER INFANTS (6----12 months)

PHYSICAL (size, motor movement)

Transfers objects from hand to hand
Begins to creep (7-8 months)
Begins to get teeth (7-8 months)
Stands alone (9-10 months)
Begins to walk (10-12 months)

SOCIAL (getting along with others)

Enjoys getting attention by playing dropping games
Holds out arms to be picked up
Responds to parents moods and emotions
Likes to watch other children play

EMOTIONAL (feelings)

May be easily frightened
Shows dislikes in some foods or when taken from a toy or activity he/she enjoys

INTELLECTUAL (thinking)

Says a few words
Understands a few verbal commands, such as "no"
Begins to feed self
Gets into everything, exploring

THE WAY WE GROW

TODDLER (12----36 months)

PHYSICAL (size, motor movement)

Runs
Can throw a ball
Can stack blocks
Can scribble
Develops large muscles
Starts to be toilet trained

SOCIAL (getting along with others)

Imitates others
Begins to enjoy playing with other children
Interested in people
May have imaginary friends

EMOTIONAL (feelings)

Likes to be read to
Uses temper tantrums
Impulsive
Easily frustrated

INTELLECTUAL (thinking)

Learns to put words into sentences
Learns to cope with his/her environment by experimenting
Asks many questions, "Why" is asked

THE WAY WE GROW

PRESCHOOLER (3----5 years)

PHYSICAL (size, motor movement)

Can ride a tricycle

Can dress him/herself

Learns to skip, rollerskate, assemble puzzles, and color

SOCIAL (getting along with others)

Becomes cooperative

Plays beside others (3 years), plays with others (4 years)

Plays in groups (5 years)

Makes friends

Becomes more independent

EMOTIONAL (feelings)

Gets angry easily and may kick to show anger

Is proud of abilities, brags

May develop fear of animals, dark, water, etc.

Learns to control temper and cope with some problems

INTELLECTUAL (thinking)

Uses longer sentences, talks a lot (chatterboxes)

Learns by playing

Interested in simple counting

Can recognize pennies, nickels, and dimes

Teacher reference

Role Plays of Situations Between Caregivers and Children

The parent is on the phone and three year old Stacey wants to be read to NOW. The parent says, "Don't bother me now. I'm doing something important."

The parent is on the phone and three year old Stacey wants to be read to NOW. The parent says, "I'm on the phone right now. Go up to your room and pick out a book and I'll read it as soon as I'm done with my call."

Three year old Jeremy wants to know, "Why is the sky blue?" As usual, the parent answers with "I don't know."

Three year old Jeremy asks, "why is the sky blue?" The parent responds, "I'm not sure, let's go see if we can find the answer together in a book."

Monica, who is 13, is busy watching TV and responds with "ummhm" to everything said by the two year old she's babysitting for.

The parent stops what they're doing, listens to the child, and then gives a thoughtful response to the question asked.

Carlos, who is 14, jumps in to finish four year old Derek's sentences continually.

Jeana uses baby talk when answering two year old Justin's questions.

At the grocery store, going through the checkout, 2 year old Lane picks up candy. The parent slaps Lane's hand and sternly says, "NO!"

At the grocery store, going through the checkout, 2 year old Lane picks up candy. The parent quietly says, "No, the candy belongs to the store. I bought you a different treat."

When Did I Do This?

Directions: The following are physical achievements of children up to age five. Cut these apart and tape them in the order you accomplished them. For each, identify the year and month achieved.

Sit without help
Brush my teeth
Put on my own shoes
Turn over
Wash my hands
Say my first words
Say I have to go to the bathroom
Eat with a spoon or fork
Tie my shoelaces
Feed myself without a mess
Take my first step
Toilet trained
Put on my own coat
Pick up my toys
Hold my own cup

Name____________________

Intellectually Speaking

Directions: Choose three activities from the following list and describe how they promote intellectual growth.

Activity List:

Riding a big wheel
Reading a storybook
Playing hide and seek
Printing their name
Learning their colors
Watching Sesame Street

Activity one:
Activity two:
Activity three:

Name____________________

Happy Harry and Holly, Sad Sam and Sally

Hi! I'm Sad Sam/Sally. My big sister says I'm a bad boy/girl and a mean brat. Yesterday I only wanted to try her nail polish on. When it broke she called me a dumby and said she wished I was never born. I'd like to get her.

Do you know why they call me sad Sam/Sally? What effect has negative response had on me? When I played with her nail polish, what did I really need?

Hi! I'm Happy Harry/Holly. My big brother says I'm a real help. Yesterday, I helped him rake leaves. I forgot that we were working and jumped all over them. He said, "o.k. if you want to play in the leaves, you have to help clean them up." He helped me then too! I want to be just like him someday.

Why do they call me Happy Harry/Holly? What effect has positive response had on me? When I jumped in the leaves what did I need?

How are Happy Harry/Holly and Sad Sam/Sally likely to turn out when they grow up? Why? What is the difference between positive and negative response?

Name____________________

CHALLENGES KIDS CREATE

Challenges	Child's Needs	Positive Caregiver Response
1. A child cries when the parent leaves him with a sitter for an evening out.		
2. A child won't willingly go to bed for the sitter. He says, "I have to tell Mom something".		
3. A child yells "You creep, you ugly %$&R#.		
4. A child will not share a toy with her/his sister/brother.		
5. A child wets his pants (he is four).		

Name ____________________

What I'm Worth

Yearly Net Worth Of "Me"

I May Cost:

1 year food cost __________

1 year shelter cost __________

1 year clothing cost __________

1 year medical cost __________

1 year extras __________
(movies, fun,
and hobbies)

Total $ Cost: __________

But I Am Worth:

1 year joy and happiness __________

1 year conversation __________
(That's a lot of talk!)

1 year companionship __________
(I love to keep you
company!)

1 year slave labor __________
(I really did the dishes
and took out the trash!)

1 year love and adoration __________
(We're so glad we have
each other!)

Total Assets: __________

Net Worth = You're Worth the World to Me!

(Developed by: Ginger Lenzmeier, UND student)

Name___________________

A Toy for My Little Friend

Objective: To gain awareness of varying costs and quality features involved in buying toys for a child.

Directions:

1. Decide for whom you will be selecting a toy. Give the child's age and a description of abilities and interests.
2. Select a specific toy for this child, such as: ball, puzzle, or game.
3. In selecting toys for children, these seven characteristics need to be considered: safety, durability, care, appeal, appropriateness, educational value, and cost. For each characteristic, identify two specific features to evaluate as you select this toy.
4. Go to a store or look in a catalog for this toy. Check the item for the features you listed. Make note of the cost. Compare at least three items and list your findings.
5. Decide on the item you would buy. List your reasons.

Child's Description:

Name____

Age____

Abilities:

Interests:

Toy to be researched:____

Features I am looking for:	Item 1	Item 2	Item 3
Safety: 1.			
2.			
Durability: 1.			
2.			
Care: 1.			
2.			
Appeal: 1.			
2.			
Appropriateness: 1.			
2.			
Educational Value: 1.			
2.			
Cost			

My choice:____

My reasons:____

(Adapted: Rebecca Fahy, Jim Hill Junior High, Minot)

Name_____________________

Am I Babysitting Material?

Circle the answer that most closely describes your reaction.

1- NO!
3- ? (UNSURE)
5- YES!

No ? Yes	
1 2 3 4 5	1. Babysitters have an important role to play in guiding a child's behavior.
1 2 3 4 5	2. I just like to be around children.
1 2 3 4 5	3. I really don't know what to do when I'm with children.
1 2 3 4 5	4. I don't know what to expect of children at different ages.
1 2 3 4 5	5. Money is my only reason I would babysit.
1 2 3 4 5	6. I know what objects are harmful to children.
1 2 3 4 5	7. I can handle an emergency.
1 2 3 4 5	8. I can help the kids follow the rules of their family.
1 2 3 4 5	9. The rules I set as a babysitter must be followed to the letter.
1 2 3 4 5	10. My actions and words as a babysitter affect the child's development.

??????????

Teacher reference

Sitter Situations

Choose one of the roles in a situation below. Find a solution and present it to the class.

1. Brooke is babysitting for a 2 year old and a 4 year old. Her friend calls and wants to visit. What should she do?

2. Darin is watching 3 year old Steve and 6 year old Jason. Both boys want Darin to play with them, but each wants to do something different. What can Darin do?

3. Katie gets involved in her favorite TV show. When it's over she looks to see what the kids are doing and discovers they are gone.

4. Dana's friends drop in, unexpectedly, to keep him company while he babysits.

5. Rachel is babysitting and the parents get home two hours later than they promised. They smell like they have been drinking alcohol. Rachel doesn't really want to ride home with them. How can Rachel handle this situation?

6. Lisa is at home doing her homework. She gets a call from Tammy who is babysitting Erin and Eric. Tammy wants Lisa to take care of Erin and Eric while Tammy runs to the store to meet a friend. Tammy says she won't be gone any longer than 30 minutes. What should Lisa do? What should Tammy do?

Sitter Information Sheet

Basic Information

Name of parent(s) ______________________________

Address ______________________________

Phone number ______________________________

Children's names/ages ______________________________
____
____
____

Children's likes/dislikes ______________________________
____
____

Special rules/information ______________________________
____

Bedtime information ______________________________
____

Emergencies

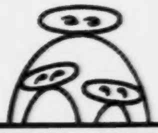
Neighbor's name, address, phone number ______________
____
____

Doctor's name, address, phone number ______________
____
____

Ambulance ______________________________
Police ______________________________

Fire Department ______________________________

Poison Control ______________________________



Current Information

Parent(s) can be reached ________________________

Address and phone number ________________________

____

Special instructions (medicine, bedtime) ____________

____

When parent(s) will be home ____________________

✂ -

Parent(s) can be reached ________________________

Address and phone number ________________________

____

Special instructions (medicine, bedtime) ____________

____

When parent(s) will be home ____________________

✂ -

Parent(s) can be reached ________________________

Address and phone number ________________________

____

Special instructions (medicine, bedtime) ____________

____

When parent(s) will be home ____________________

Name___________________

Food For Kids Lab

Assignment: Your challenge is to make a meal or snack that would appeal to a preschooler from foods on hand. You need to divide into groups and choose your food challenge. The foods for each challenge are listed below. Your job is to make the meal or snack from the foods listed. You may also use any of the other foods as available. Look in cookbooks for ideas.

Grading: Your food will be graded on the originality of the design, how appetizing it appears, nutritional value, and appeal to a child. You will also be graded on your preparation for the lab, preparation of the food, serving, and clean-up.

Food Challenge 1
- Hot dog
- Cheese slices
- Tomato
- Pickles
- Tatertots

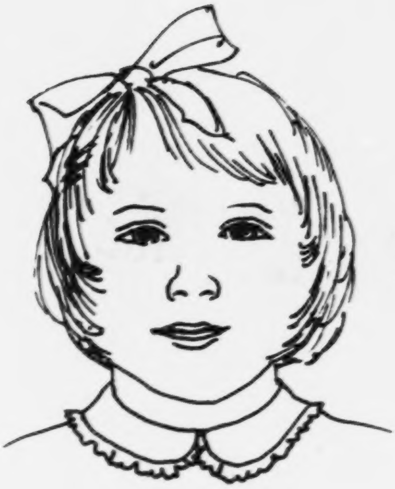
Food Challenge 2
- Peach or pear slices
- Banana
- Peanut butter
- Cottage cheese
- Ritz crackers
- Boiled egg

Food Challenge 3
- Ice cream - vanilla
- Vanilla wafer
- Banana
- Chocolate sauce
- Strawberries - fresh

Other Foods Available
- Chocolate chips
- Raisins
- Miniature marshmallows
- Olives
- Green peppers
- Carrots
- Parsley
- String licorice
- Peanuts
- Maraschino cherries
- Lettuce
- Chow mein noodles

(Adapted: Rebecca Fahy, Jim Hill Junior High, Minot)

BABYSITTING DO'S and DONT'S



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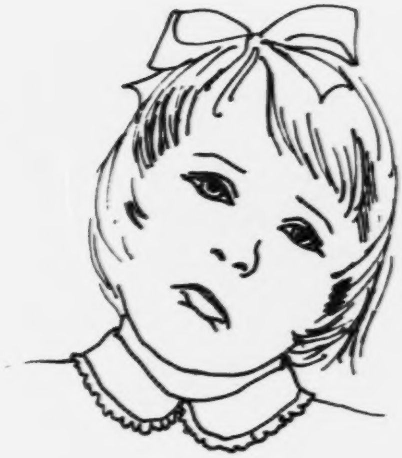


DON'T

CONCEPT: CLOTHES AND YOU

My Appearance*
Clothing Construction*
Wind Sock Factory**
Taking Care of My Clothes*

*By: Mary B. Bruhschwein
Curriculum Specialist

**By: Mary Broten
UND Student

TOPIC: My Appearance

STUDENT OBJECTIVES:

Analyze one's clothing choices based on lifestyle, current trends, and peer pressure.

Describe suitable clothing choices for one's own body using lines, color, and texture.

Explain how clothing choices affect the way we act, and the way people act toward us.

Discuss the importance of a daily routine for personal appearance.

CONCERNS ADDRESSED:

Understanding my friends.

Understanding my parents.

Understanding members of the opposite sex.

Getting pushed into something I don't want to do by my friends or someone my own age.

What I look like.

Making decisions myself.

Having things that are "in".

LEARNING ACTIVITIES

Have students make a collage of clothing and accessories that interest them. The collage should reflect their clothing choices. Later discuss what makes us choose the clothes we do.

(Handout) Use "What's the Message", and discuss messages we give other people by our clothing choices, grooming habits, hair styles. This handout can also be used to discuss first impressions.

Cut and mount pictures of people wearing a variety of outfits. Pass these pictures around the class at fifteen seconds intervals. As students receive each picture they are to write one adjective describing each person. Discuss the various impressions people get from the same picture.

Write on the board the statement: "You never get a second chance to make a first impression." Discuss the meaning of the statement. Discuss times when students were judged inaccurately by a first impression, or when students inaccurately judged others by a first impression.

Ask students to write down three things they like to do, or events they like to attend. Then ask students to write or describe three outfits they currently own and could wear to each event. Discuss why we choose different clothing for different events.

At the beginning of discussion on first impressions and dress, come to class dressed differently from the way you normally dress. (Examples: sweat pants, old jeans) Discuss how the way we dress affects the way we are treated, and the way people perceive us.

(Handout) As an out of school activity, have students use the handout "Mystery Person" to analyze the dress of someone they do not know. This could be done from a brief observation or analysis of magazine pictures. From what the person is wearing, have students identify adjectives which they think would describe the mystery person's life style. In the discussion that follows, ask: How does this person's appearance affect your reaction to him/her? Is this person someone you would like to hire to mow your lawn? Is this person someone you would like to have over for a family dinner? Point out that although a person's appearance is a good clue toward life style, there may be inconsistencies between personal appearance and life style.

(Handout) Use "Mystery Person" handout to have students describe what they are wearing to school today.

Ask students to recall a situation when they felt self-conscious because they were not dressed appropriately. Ask: How they were dressed inappropriately? In what way did this affect how they felt and acted? How were they treated by others? How would they act in the same situation again?

Have students analyze what they are wearing to class today. Have them determine who influenced what they are wearing. Those who are potential influences include:

Friend(s) my own age
Teacher(s)
Parent(s)
Person(s) of other sex
Brother(s)/ sister(s)
Other

Discuss the concept: Values of others affect the clothes we wear. Ask: What happens when your values and the values of others who influence you collide?

Have students identify those who most influence their clothing choices.

Have students analyze outfits they wear asking why they wear it, where do they wear it, and how does it affect the way they act?

Example: Faded jeans
Why do you wear it: Comfort, conformity
Where do you wear it: Home, school
How do you feel: Casual
How do you act: Casual, may not try my best

If your school has a "Spirit Week" when students dress according to a specific theme (examples: 50's, grubby), have students analyze what was worn and how it affected the way they acted.

Assign students and yourself to wear an outfit in which they feel good. Discuss why they wore that outfit. Discuss the range of clothing choices, if a variety exists.

Have students identify uniforms which are commonly worn by teens and by others. (Examples: football jersey, highway patrol uniform) Have students analyze uniforms in relation to job function, and first impressions. (Vicki Neuharth, Bismarck)

(Handout) Have students draw on their clothesline and describe each of the following: My favorite thing to wear, least favorite thing to wear, when I'm in a good mood I wear, when I'm in a bad mood I wear, when mom or dad let me wear. Point out the reasons we wear what we do.

(Software) Use computer program, "Your Ideal Silhouette" (from Your Image, Incorporated, 824 Layfayette Drive, Akron, Ohio 44303). This program helps identify figure faults and illustrates corrective style lines. (Rebecca Fahy, Jim Hill Junior High School, Minot)

Using several fabric samples, have students work in pairs to select those colors and textures that look good, and not so good on them.

(Handout) Based on "How Do You Feel Today", discuss how colors can be used to express one's mood or feeling. Ask students to give other examples of how their clothing choices affect their mood and vice versa.

Discuss and show examples of warm and cool colors. Show students how colors can enhance their skin tone, and influence the way others perceive them.

Using faces from popular teen magazine, show different skin colorings. Use various colored paper or fabric to make matching "T-shirts" for each face. Use these "T-shirts" to point how different each looks with various skin tones. (Note: You may want to show faces of their favorite star, and point out that their coloring is the same as a favorite star.)

(Handout) Using "What's In, What's Out" discuss how clothing styles and accessories change, and often repeat themselves. Have students ask parents what styles were popular when they were in junior high.

Compile a list of five people you admire. Go back through the list and check those you consider to have a perfect body. Ask: Do you notice their imperfections often? Discuss that it is what's inside the person that matters.

The Greek word for "bath" means literally "to drive sadness from the mind." Discuss what function baths serve in the United States. (Examples: cleaning, relaxation, warming up, and cooling down) This could also be used as a bulletin board having students guess what the American word fitting that definition could be.

Write the definition for bath of the board. Have students guess the word that is being defined.

Have a manicure demonstration. Then schedule a weekly nail check. Set up a "manicure center" for student use. (Rebecca Fahy, Jim Hill Junior High School, Minot)

Topic: My Appearance

ADDITIONAL REFERENCES

Teacher References

Clothing: Image and Impact. Southwestern Publishing Company, Cincinnati, Ohio. 1983.

Figure Problems. Forecast, February 1982, 52-53.

Thomas, Dian. Today's Tips For Easy Living. HP Books, P.O. Box 5367, Tucson, Arizona. 1982.

Your Wardrobe: Buying Clothes and Creating An Image. Current Consumer and Lifestudies, November 1984, 3-10.

Filmstrips

Looking Good. Glencoe Publishing, 17337 Ventura Boulevard, Encino, California 91316.

Making Clothing Choices. Glencoe Publishing, 17337 Ventura Boulevard, Encino, California 91316.

The New Independent Living Series. Maclean Hunter Publishing Corporation, 300 West Adams, Chicago, Illinois 60606.

Software

Your Ideal Silhouette. Your Image Inc., 824 Lafayette Drive, Akron, Ohio 44303.

Name______________________________

What's The Message?

Listed below are descriptions of people you might see at the grocery store. After each description, write: A) what you think he/she would have in a grocery cart, and B) what type of a person you would consider this person to be.

	(A) What do you think this person would have in his/her grocery cart? (Example: junk food, gourmet)	(B) What type of person would you consider this person to be? (Example: neat, athletic)
This woman, about 45, wears a faded blue sweat suit. She is overweight, has her hair in curlers, and smokes non-stop.		
This man is tall and slender. His suit is clean-cut and carefully pressed. He glances at his watch as he waits in line.		
A girl, about 13, wears blue jeans, a jean jacket, and tennis shoes with fluorescent pink laces.		
A woman, past 50, wears a brightly colored, flowered pant suit. Her blouse is bright and doesn't match.		

This male teenager is about the tallest person you've seen. He wears a football jersey and jeans.		

Name ____________________

Mystery Person

Objective: To analyze how a person's dress reflects one's lifestyle.

Instructions: Outside of school, choose a person whom you do not know to answer the following.

1. What clothing and accessories was this person wearing? Include in detail specific items and descriptions of these items.

2. From what this person is wearing, how would you describe his/her lifestyle? Check all that apply.

_____ Is conservative
_____ Is progressive

_____ Is casual
_____ Is elegant

_____ Likes outdoor activities
_____ Likes indoor activities

_____ Is energetic
_____ Is sedentary

_____ Likes activities with people
_____ Likes to be alone

_____ Is generally organized
_____ Is generally disorganized

_____ Is usually loud
_____ Is usually quiet

_____ Tries new things
_____ Sticks to tried and true ways

Name ____________________

THE COLOR THAT LOOKS BEST ON ME:

My Clothes Line

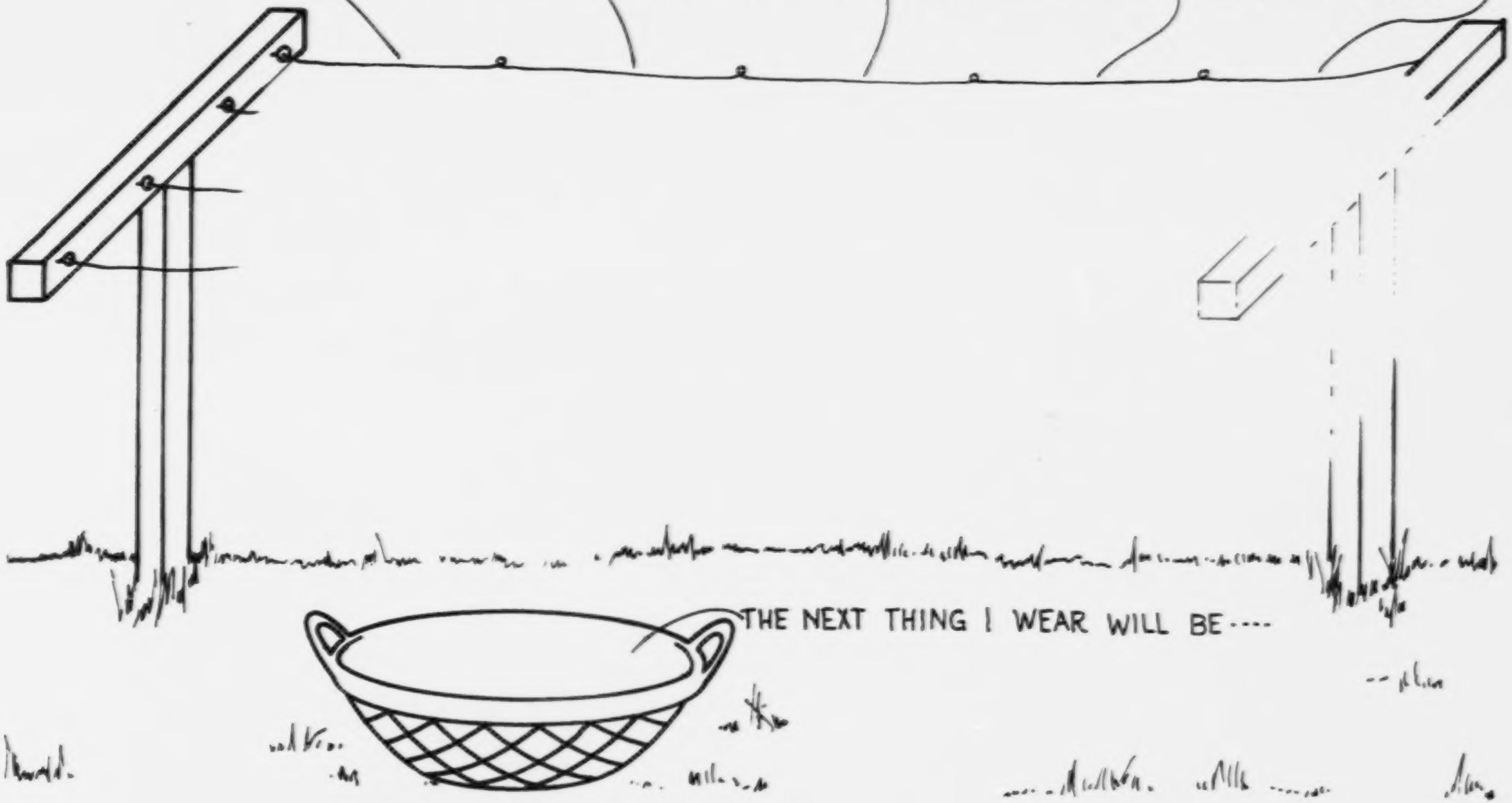
FAVORITE THING TO WEAR

LEAST FAVORITE THING TO WEAR

WHEN I'M IN A GOOD MOOD, I WEAR

WHEN I'M IN A BAD MOOD, I WEAR

WHEN MOM OR DAD LET ME, I WEAR



THE NEXT THING I WEAR WILL BE ----

Name ______________________

How Do You Feel Today?

After each color quickly write the mood the color reminds you of. Write the first thing that comes to your mind. (Example: red ... angry!)

Bright red ...

Baby blue ...

Gray ...

Fluorescent pink ...

White ...

Light purple ...

Pumpkin orange ...

Lemon yellow ....

Forest green ...

Dark brown ...

Name ______________________

Fashion News

what's in

Hairstyles:

Men ______________________

Women ______________________

Clothing & Accessories:

Men ______________________

Women ______________________

what's out

Hairstyles:

Men ______________________

Women ______________________

Clothing & Accessories:

Men ______________________

Women ______________________

what's upcoming

Hairstyles:

Men ______________________

Women ______________________

Clothing & Accessories:

Men ______________________

Women ______________________

TOPIC: Clothing Construction

STUDENT OBJECTIVES:

Identify basic sewing equipment and describe the function of each.

Operate the sewing machine safely, and according to guidelines discussed in class.

Recognize pattern symbols.

Define sewing terms.

Construct a simple project which includes basic sewing procedures.

CONCERNS ADDRESSED:

Developing hobbies and interests.

Being able to sew or mend my own clothes.

Doing things myself.

LEARNING ACTIVITIES

Have the students develop a list of sewing safety rules. These rules will be displayed to remind students, and serve as a guide for classroom behavior.

Give each student a sewing tool. Have them find out how it is used, then demonstrate and explain its use to other class members.

Write the name of equipment used in sewing on small cards, and tape to the back of each student. By asking "yes" and "no" questions to other class members, students will determine the name of the equipment which is taped to his/her back. A time limit may also be imposed.

Write a list of the pieces of equipment to be used in the clothing unit. Working in teams, have students locate the equipment through a Scavenger Hunt. First, have students as a group decide where the the equipment is located. Only one person will actually retrieve the materials. Emphasize that each group should decide where the tool is quietly in order not to give other groups clues. (Refer to handout on equipment for list.)

(Handout) Using the list of common sewing terms, divide the class into two groups. One student on each team gives the rest of the team a clue regarding the term, as the team tries to guess the term. The clue-giving alternates between the teams with the point value of the clue decreasing one point with each clue given. (This approach is similar to the game of "Password".)

Pass out and use the overhead to show sample pattern envelopes. Discuss standard items found on a pattern, such as pattern number, number of pieces, pattern description, yardage needed, and notions.

Divide the class into groups of 4-6, and play "Pick the Perfect Pattern." Based on the rules of the card game "Old Maid", have students match functions and pictures. Make one card with no match to serve as the "Imperfect Pattern".

(Handout) Have students look at case situations, on "Sewing Snags" in small groups. Have one student read the case situation. Other students should try to identify a solution to the problem.

Demonstrate simple sewing machine repairs such as changing the needle so that students can perform some of these repairs alone.

Have students practice running and operating the machine at various speeds and settings.

(Handout) Have students practice machine stitching on paper which has curved and straight lines drawn on it. Since sewing on paper dulls needles, they should be changed before sewing on fabric. Set a limit on the number of sheets, or amount of time a student may do this.

Have students gain practice stitching and clipping inside curves or notching outside curves. Make patterns for students to lay out and cut properly. Examples would include student initials or school letters.

Have students write their name on the board when they have a question during the sewing unit. This helps eliminate questions from students who haven't tried to solve the problem alone.

(Handout) Pass out a checklist of "Sewing Checkpoints". The teacher may choose to post students' progress and initial checkpoints. To save teacher's time, the teacher may select advanced students as checkpoint helpers.

(Handout) Award a Driver's License to students who: identify basic parts of the sewing machine, wind and insert the bobbin, thread the machine, insert the needle, change stitch length and width, control speed and direction of stitch.

To practice basic seams prior to sewing, students could construct patchwork pillows or patchwork blocks for a friendship quilt.

Unique project ideas include: denim butcher apron for lab, stuffed toy which could be donated to community service organizations, puppet made of washclothes, school pendant, pillow letters spelling student's name, wind sock (directions contained in this guide), duffle bag.

When projects are finished, have each student make a hang tag for his/her project. Display the projects.

Have students recycle a garment for themselves or a friend. This would be awarded points depending on how extensive the recycling was. (Laurie Varley, Bowman)

(Teacher Reference) Play "Tic Tac Sew" to help students become familiar with sewing terms and sewing equipment. (Evelyn Thompson, UND student)

Play bingo as a review of sewing terms.

Name ____________________

Sewing Terms

Directions: Define each of the following. You may draw an example if appropriate.

Clip

Notch

Grade

Seam allowance

Stitch line

Cutting line

Grain line

Selvage edge

Baste

Gather

Ease

Napped fabric

Zig-zag

Seam ripper

Hem gauge

Tracing wheel

Tracing paper

Dressmaker's pencil

Pin cushion

Name ____________________

Sewing Snags
Case Situations

Situation 1: I sewed a seam, but the bobbin stitches are very loose. They make loops on the surface of the fabric. What should I do?

Situation 2: My hand wheel is stuck with the needle down. What could be wrong?

Situation 3: My bobbin won't wind, and I have it in the winding position. What is wrong?

Situation 4: Every time my needle goes through the material it makes little snags in it. What is wrong?

Situation 5: My fabric puckers around the stitches when I sew. What could be wrong?

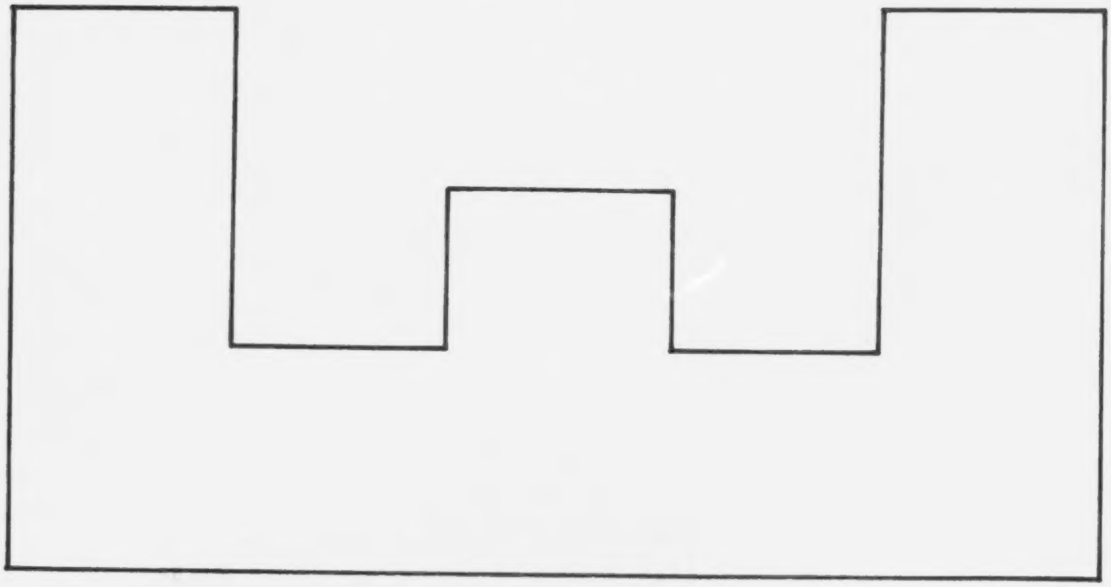
Situation 6: My machine skips stitches when I sew. What could be wrong?

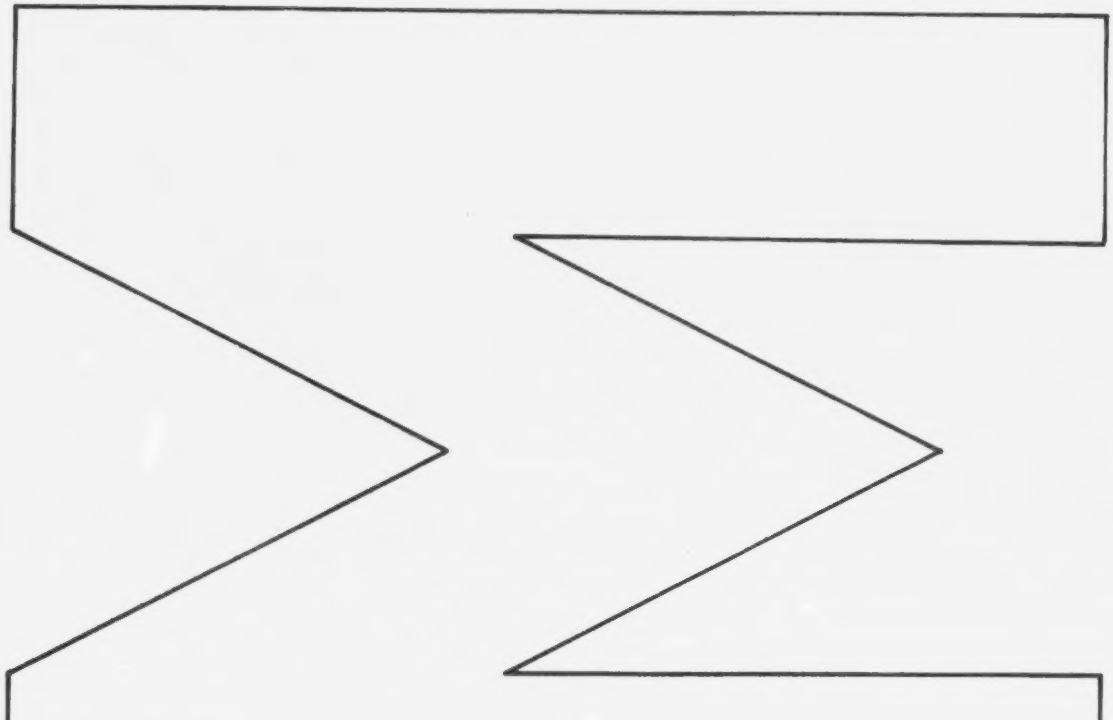
Situation 7: My bobbin thread keeps breaking. What is wrong?

Situation 8: I broke 5 needles in the last half hour. What is wrong?

Note: Use other case situations from the sewing machine manual, or situations common to students.

Name ____________





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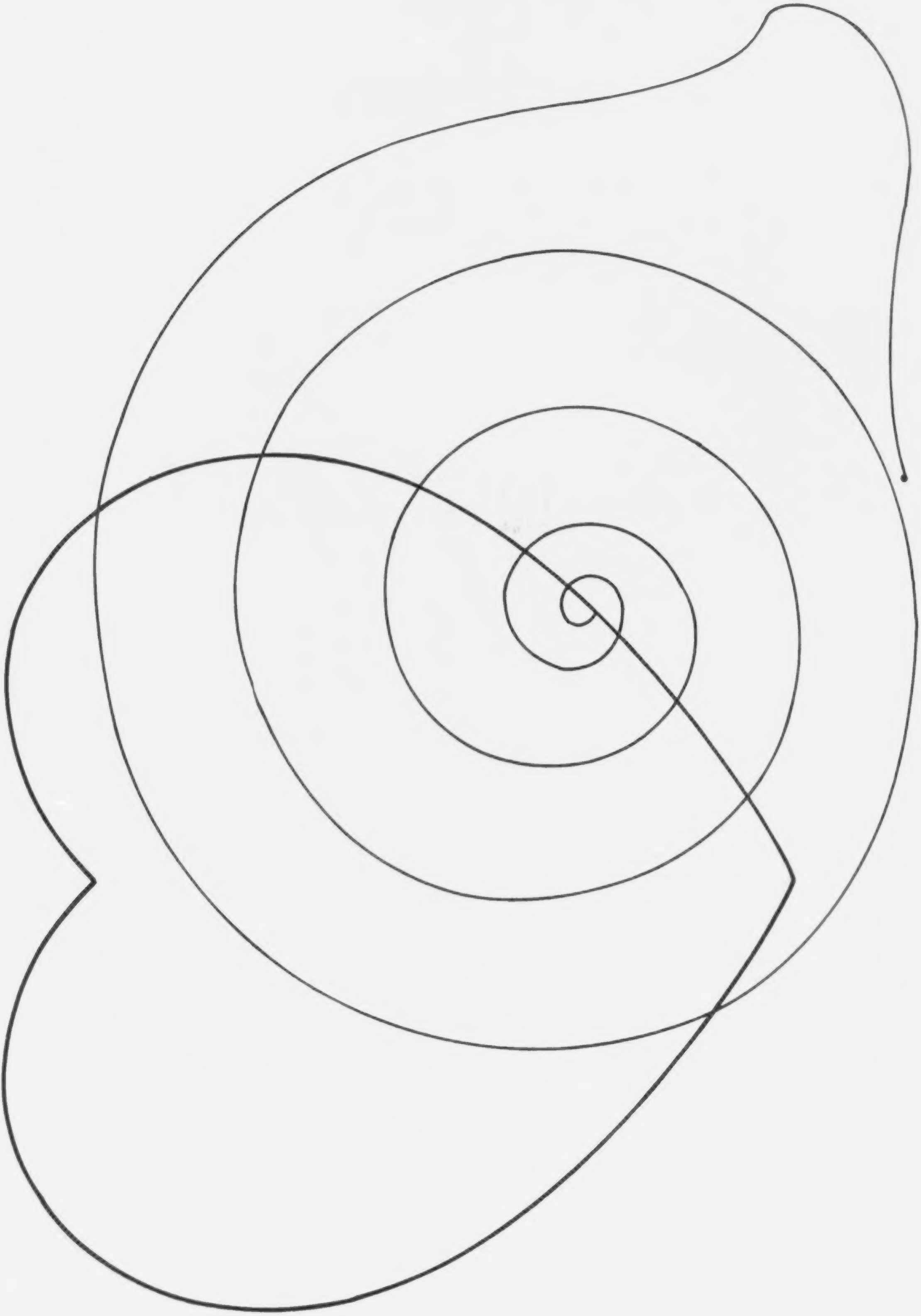


Name ____________________

Sewing Check Points

Below are important steps to follow as you begin your sewing project. Make a check by each step once it has been completed. Then proceed to the next step.

Check Points Before You Begin To Sew

1. _____ Driver's License earned and awarded
2. _____ All pattern pieces initialed
3. _____ Fabric preshrunk
4. _____ All supplies and equipment brought to school

    _____ pattern
    _____ fabric
    _____ notions
    _____ equipment

Check Points Before You Cut

1. _____ Fabric pressed
2. _____ Fabric on straight of grain
3. _____ Pattern layout selected
4. _____ Pattern pieces selected and pressed to lie flat
5. _____ Fabric folded according to layout
6. _____ Pattern pieces measured from grain line
7. _____ Pattern pinned

Check Points Before You Sew

1. _____ Pieces cut out and marked
2. _____ Bobbin wound
3. _____ Machine threaded correctly
4. _____ Correct size needle
5. _____ Pattern directions at hand
6. _____ Sewing equipment at hand

(Adapted: Rebecca Fahy, Jim Hill Junior High School, Minot)

Sewing Machine Operator's License

Issued To ______________________
Class ______________________
Date Issued ______________________
Authorized By ______________________

The above-named student has satisfactorily met the requirements for operating the sewing machine.

____
Signature

Sewing Machine Operator's License

Issued To ______________________
Class ______________________
Date Issued ______________________
Authorized By ______________________

The above-named student has satisfactorily met the requirements for operating the sewing machine.

____
Signature

Sewing Machine Operator's License

Issued To ______________________
Class ______________________
Date Issued ______________________
Authorized By ______________________

The above-named student has satisfactorily met the requirements for operating the sewing machine.

____
Signature

Sewing Machine Operator's License

Issued To ______________________
Class ______________________
Date Issued ______________________
Authorized By ______________________

The above-named student has satisfactorily met the requirements for operating the sewing machine.

____
Signature

Teacher Reference

Tic-Tac-Sew

Rules:

1. The class will be divided into two groups. The goal of each group will be to get TIC-TAC-SEW.
2. The group may earn an X or an O by answering a question correctly.
3. The teacher will ask one question. The first group will then have ten seconds to decide upon an answer as a group. After they have answered their question the second group will be asked a question.
4. Each group will have one spokesperson. After a decision regarding the correct answer has been made the group spokesperson will give the answer. If the question has been answered correctly, the group will decide where they want their "x" or "o" placed, and the spokesperson will place the mark in the square.
5. If a member of one group talks while the other is answering a question, the talking group which interrupts will lose one mark.
6. The first group to get TIC-TAC-SEW will be declared the winner.

Sample Questions for TIC-TAC-SEW:

1. Which stitch is used to hold layers of fabric in place temporarily? (basting stitch)
2. When hand sewing, should one usually sew with a single or a double thread? (single)
3. Is single or double thread used when sewing on a button? (double)
4. What type of fabric has a fuzzy feel or pile? (napped)
5. What part of the machine holds the fabric in place? (presser foot)
6. What part of the machine pulls the material under the needle? (feed dogs)

7. What is a hem gauge used for? (measuring)

8. What is a seam ripper used for? (removing unwanted stitches)

9. What is the tracing wheel used for? (marking a pattern)

10. Which hand stitches are stronger, long or short? (short)

11. Name two types of fasteners. (buttons, snaps, zipper, ties, hook and eye)

12. What is done to the outside off a curved seam to help it lie flat, notching or clipping? (notch)

13. Why would you use gathering stitches? (to add fullness)

14. What are notions? (extra things needed to complete a project)

15. What is the name for the pattern symbol which is a line with arrows at both ends? (grain)

TOPIC: Wind Sock Factory

STUDENT OBJECTIVES: Construct a simple sewing project.

Apply and perform simple jobs in a simulated factory setting.

Analyze factors which relate to productivity and marketability in a simulated factory setting.

CONCERNS ADDRESSED: Using time wisely.

Making decisions for myself.

Saving energy.

Getting a job.

Doing things for myself.

Getting more money.

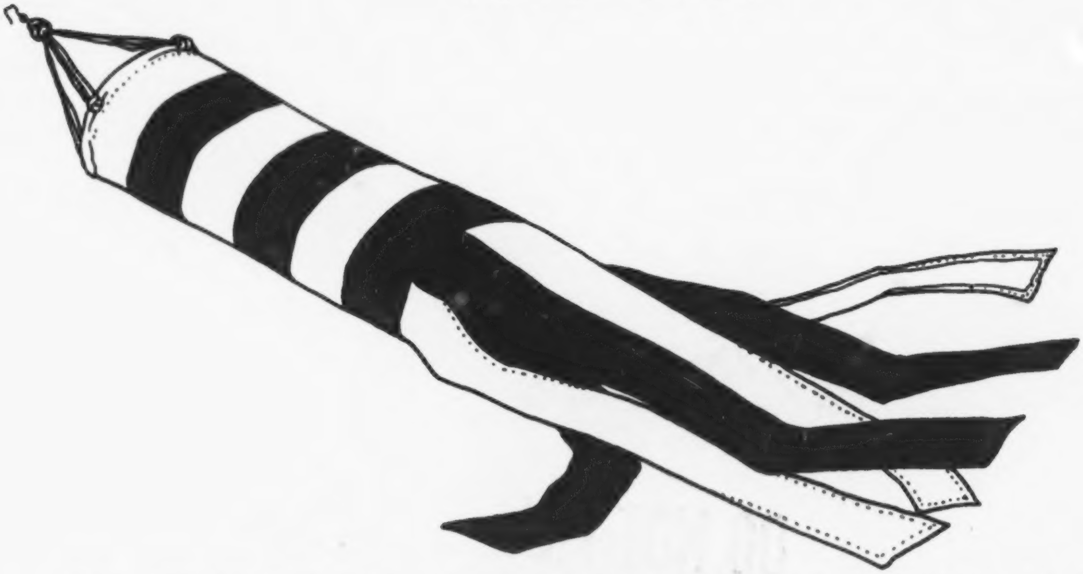
Understanding the economy.

APPLICATION: Math

Note: This section is set up to provide for instruction in making a windsock project. The project may be assembled by individual students or through a simulated factory setting. Reference materials and handouts included are:

- Wind Sock
  - Description
  - Directions
- Wind Sock Factory
  - Objectives
  - Procedure
  - Job Descriptions
  - Job Application
  - Sample Calendar
  - Wind Sock Checklist
  - Factory Evaluation

WIND SOCK



The bright colors of a WIND SOCK blowing in the wind are a welcome sight on a summer day. The WIND SOCK is a good project for the beginning sewer. This project helps develop basic sewing skills of following directions, cutting, straight stitching, seam finishing, and matching.

Wind socks may be used to decorate a porch, patio, or one's room. They can add a festive note to a classroom or hallway for a party or open house. When constructed in school colors, they may be used as pompons to cheer the team to victory. In caring for children, they may be used to teach young children colors or how to count, as well as to entertain them.

The material for the WIND SOCK depends on where you plan to use it. If the WIND SOCK is used outside, a material such as nylon or rip-stop nylon should be selected to withstand weather conditions. If used indoors, any stiffer fabric, such as polished cotton, would be suitable.

When purchased readymade, a WIND SOCK can cost $25 or more. When you make it yourself, WIND SOCK supplies should cost less than $5. To make a WIND SOCK, you will need:

1 spool of thread
6 inch metal ring
29 inches of 45 inch wide material*
2 yards of 1/8 inch cord (nylon preferred)

To alternate colors, you will need 15 1/2 inches of one color and 13 1/2 inches of the second color.

DIRECTIONS

1. CUTTING

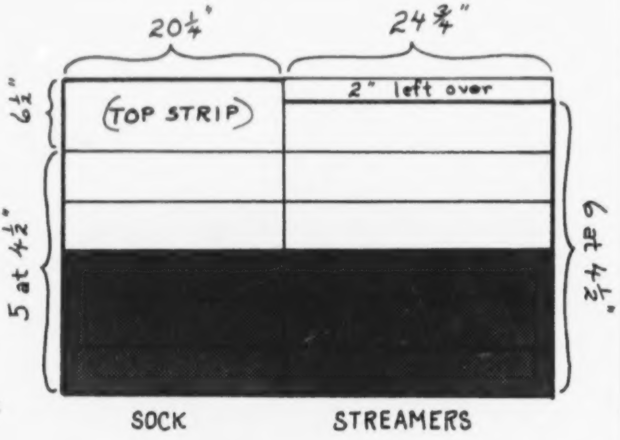
a-Cut sock strips:

1 strip--(top strip)
6 1/2" wide
by 20 1/4" long
5 strips-4 1/2" wide
by 20 1/4" long

b-Cut streamer strips:

6 strips-4 1/2" wide
by 24 3/4" long

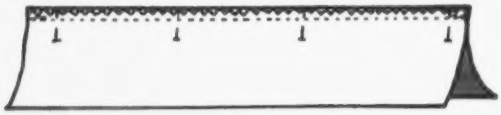
Note: This is what is left of the fabric width after cutting sock strips.



2. CONNECTING SOCK STRIPS

a-Place right sides of two sock strips together along one long edge.

b-Stitch the strips together using a 5/8 inch seam allowance. Zig-zag the seam edges together.



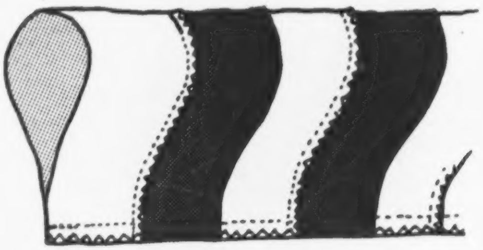
c-Attach the remaining strips using the same technique. The 6 1/2 inch wide top strip should be attached last.

3. FORMING SOCK

a-Fold the piece fabric with right sides together. As you pin, make sure to match seams together.

b-Stitch using a 5/8 inch seam allowance.

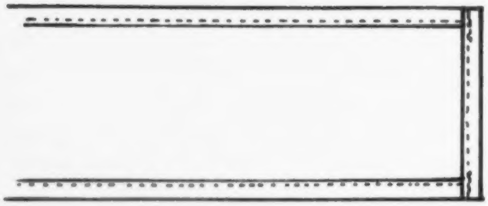
c-Zig-zag seam edges together.

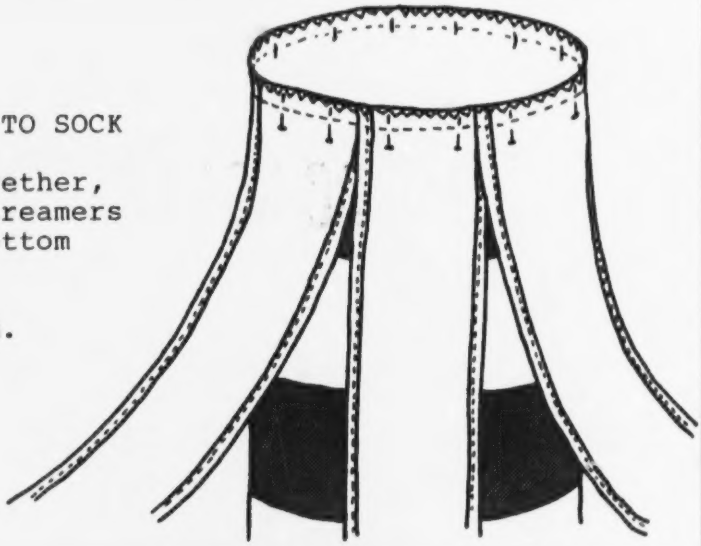


4. MAKING STREAMERS

a-For each streamer strip, turn raw edge under 1/4 inch and press. Repeat the process so edges are finished on three sides of each streamer.

b-Stitch close to the inner folded edge.



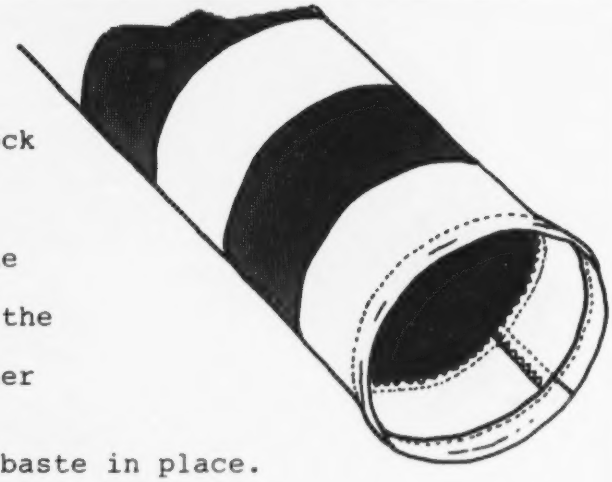


5. ATTACHING STREAMERS TO SOCK

a-With right sides together, space and pin the streamers equally along the bottom edge of the sock.

b-Stitch 5/8 inch seam.

c-Zig-zag seam edges together.



6. ATTACHING RING

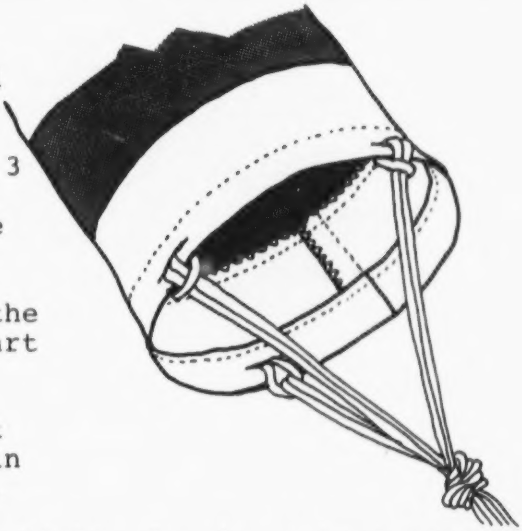
a-Place the ring inside sock at top edge (6 1/2 inch strip).

b-Bring the raw edge of the top strip to the inside, covering the ring until the top strip has the same outside width as the other strips.

c-Turn raw edge under and baste in place.

d-Machine stitch in place close to folded edge.

7. ATTACHING CORDS



a-Cut the cord into 3 equal parts (24 inches each).

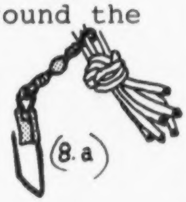
b-Divide the top edge into 3 equal parts (putting the seam in the middle of one of the parts).

c-Make a small slit above the stitching line of each part for the cord.

d-Fold cord in half and put the loop through a slit in the top edge of the sock. Put the ends of the cord through the loop and pull tight, forming a knot around the ring. Repeat the process for the other two cords.

e-Take all cord ends and knot together.

f-If you have used nylon cord be sure to seal ends.



(8.a)

8. FINISHING TECHNIQUES FOR SPECIAL USES

Choose one the following finishing techniques:

a-Attach a snap swivel (used in fishing) to permit the wind sock to move freely in the wind.

b-Attach another length of cord to the knotted cords to make a top children can pull in the wind.

c-Attach the knotted cords to a dowel and add bells to make a cheerleader pompon.

Wind Sock Factory

Objectives: The student will be able to:

Demonstrate basic skills in sewing.

Identify the relationship of performing one's own job satisfactorily to overall production.

Describe careers in factory sewing.

1. Have students decide whether or not to set up a factory.
2. Have students select the name for their factory (such as "Factory '89", for class of 1989).
3. Describe jobs in the factory.

    Manager
    Purchaser (or business manager)
    Cutter
    Pinner
    Presser
    Sewer
    Inspector
    Cord Cutter
    Cord Assembler
    Packer

4. Discuss that accuracy is the most important skill to turn out a standard product.
5. Have students start by applying for a job. (See "Job Application" attached.) Each student should complete the application form and construct the two samples requied. The teacher may wish to test students on accuracy and time required to complete the assigned task.
6. Assign jobs. The teacher may wish to assign the manager first (or have the students vote on a manager). The manager should then assist in assigning the remaining jobs. The teacher may wish to rotate jobs because of increased/decreased work demands and to avoid worker boredom.
7. If some job tasks create bottlenecks (such as sewing streamers), the teacher may wish to employ interested students to work "overtime", or for extra credit.
8. Evaluate the factory experience using the recommended form.

Job Descriptions

Manager

Directs process.
Hires workers and assigns jobs.
Oversees that each person is working at his/her station.
Oversees that equipment is used properly.
Handles any problems.

Purchaser (or Business Manager)

Determines what items need to be purchased.
Orders materials.
Determines the price of each wind sock.

Cutter

Prepares the fabric by pulling thread to make sure fabric is on the straight of grain.
Cuts the fabric according to directions.

Pinner

Assembles the appropriate color combinations with right sides together for the sock.
Measures the 1/4 inch turn on the streamer and pins for the presser; turns the second 1/4 inch and pins for the presser.

Presser

Prepares equipment, setting iron at desired temperature.
Presses the streamer edge for the pinner, returns to pinner.
Presses the streamer edge again and passes to inspector.

Sewer

Prepares machine for sewing.
Checks to be sure machine is stitching properly.
Stitches seams accurately.

Inspector

Checks to be sure seams are stitched accurately and securely.
Checks to be sure that streamer edges are pressed and stitched accurately.
Checks to be sure cords are attached properly.

Cord Cutter

Cuts nylon cord into 24 inch pieces.
Groups 3 pieces of cord for each wind sock.
Divides the wind sock into three equal parts.
Makes a slash for the cord to go through in each section below the ring.

Cord Assembler

Inserts the cord properly into the slash.
Puts the ends of th cord through the loop and pulls tight.
Knots all free ends of cord together.
Seals ends of cord if nylon cord is used.

Packer

Prepares packaging.
Packs wind socks for delivery.

Job Application

Name____

Address____

Phone____

Highest level of education______________________________________

Work experience

Job______________________________________
Employer___________________________________
Dates employed____________________________

Job______________________________________
Employer___________________________________
Dates employed____________________________

Job______________________________________
Employer___________________________________
Dates employed____________________________

Reference (give name, address, phone)

Job preference (circle your three top choices)

- Manager
- Purchaser (or business manager)
- Cutter
- Pinner
- Presser
- Sewer
- Inspector
- Cord Cutter
- Cord Assembler
- Packer

Would you be interested in working overtime? ____ Yes ____ No

What is one of your characteristics which makes you most desirable as a worker?

Job Application
Page 2

Each applicant will prepare two work samples and attach to this form.

> The first sample is comparable to two of the strips (4 1/2" X 20 1/4") which form the sock. Pin the two strips together along one side; stitch a 5/8 inch seam. Then zig-zag the seam allowances together.
>
> For the second sample, cut a streamer strip (4 1/2 " X 20 1/4"). Then fold under 1/4 inch and ress. Turn under 1/4 inch again ad press. Repeat the process so edges are folded under on three sides. Then sew close to the inner folded edge.

Sample Calendar

Days 1 and 2

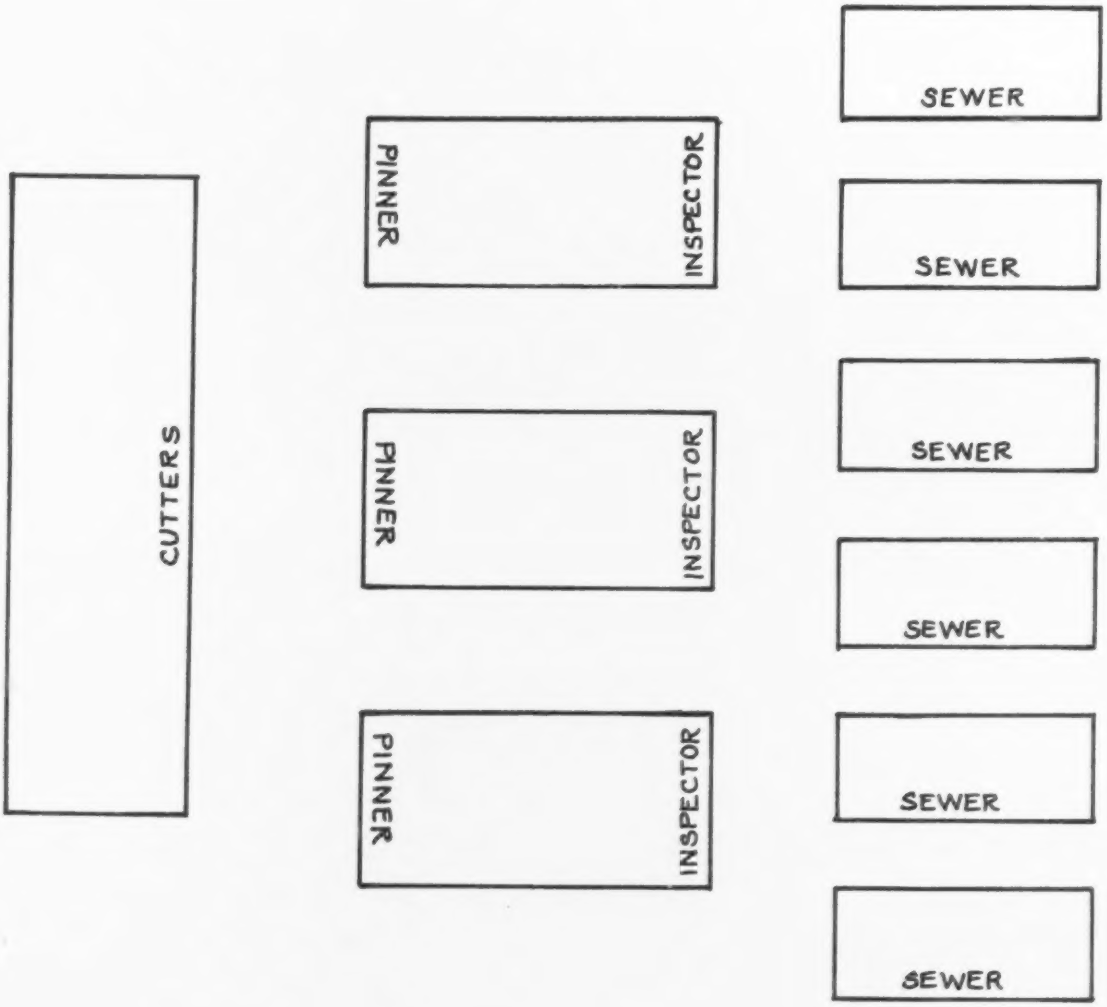
The cutter and inspector will start by preparing and cutting the fabric.

Cut strips go to the pinners who pin together and take to the sewers.

Each sewer will start the shift by threading the machine and checking to see that it is sewing properly. As soon as the strips are ready, sewers should start sewing. If there is extra time, they should help pin.

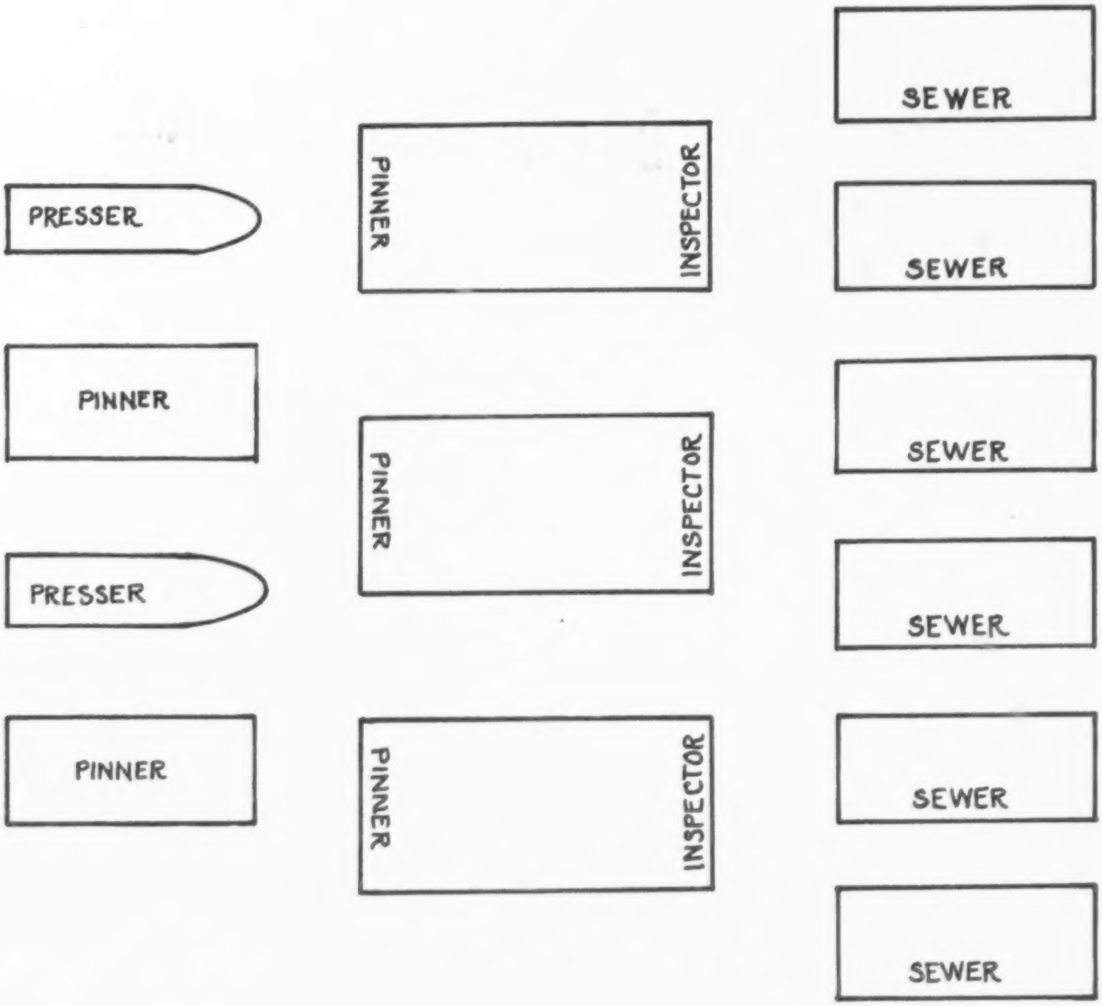
As the sewers start sewing, the inspectors should begin checking seams.

The manager makes sure everyone is doing their jobs and helps out where needed.


SEWER
PINNER
INSPECTOR
SEWER
CUTTERS
SEWER
PINNER
INSPECTOR
SEWER
SEWER
PINNER
INSPECTOR
SEWER

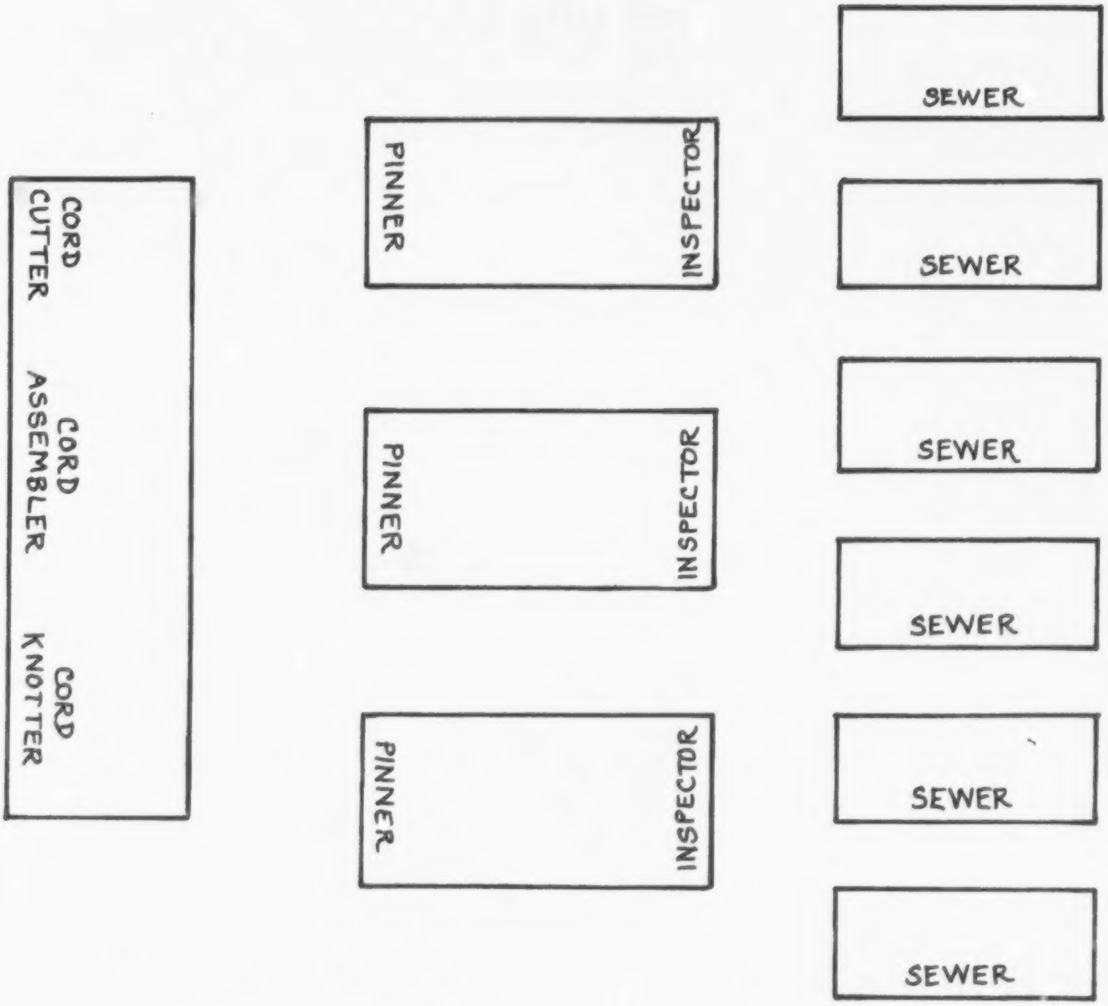
Day 3

You may want to rotate jobs as follows: Inspectors become pinners. Two pinners become pressers. Pressers become inspectors. Sewers should be working on streamers. The manager oversees.


SEWER
PRESSER
PINNER
INSPECTOR
SEWER
PINNER
SEWER
PINNER
INSPECTOR
PRESSER
SEWER
PINNER
SEWER
PINNER
INSPECTOR
SEWER

Day 4

Inspectors become pinners.
Pinners become 1 cord cutter, 1 cord assembler, 1 knotter, 1 inspector.
Pressers become inspectors.
Sewers should be divided so that 2 are sewing tubes, 2 are sewing streamers, 2 are sewing rings.
The manager oversees.


SEWER
PINNER
INSPECTOR
SEWER
CORD CUTTER
CORD ASSEMBLER
CORD KNOTTER
SEWER
PINNER
INSPECTOR
SEWER
SEWER
PINNER
INSPECTOR
SEWER

WIND SOCK CHECK LIST

			OK 2pts.	REDO
STRIP	CUT EDGES	Straight		
	PINNED	Right sides together		
	SEWING	5/8" seam		
		Stitched straight		
		Edges zig-zagged		
		All edges caught		
STREAMER	CUT EDGES	Straight		
	PINNED and PRESSED	¼" seam		
	SEWING	Stitched close to fold		
		Stitched straight		
TUBE	PINNED	Strips match		
		Right sides together		
	SEWING	5/8" seam		
		Stitched straight		
		Edges zig-zagged		
		All edges caught		
BASE	PINNED	Streamers spaced evenly around base		
		Right sides together		
	SEWING	5/8" seam		
		Stitched straight		
		Edge zig-zagged		
		All edges caught		
RING	PINNED	Around ring so top strip is even		
		Raw edge turned under		
	SEWING	Close to folded edge		
CORD	CUT	24" pieces		
	PLACED	In three equal parts around ring		
	SECURED	By looping, knotting		
OVERALL	4pts.			

TOTAL ______

Factory Evaluation

The job I liked best...

The job I liked least...

The thing that I liked best about working in a factory was...

The thing that I liked least about working in a factory was...

One thing that I learned...

If I had it to do over again, I would recommend...

A factory works because...

The most important job was...

TOPIC: Taking Care of My Clothes

STUDENT OBJECTIVES: Demonstrate the process for laundering the family wash. Describe laundry aids and their function in the laundry process.

Perform basic repairs on garments including snaps, buttons and hems.

Identify common natural and synthetic fibers (cotton, wool, rayon, polyester, acrylic, and nylon), characteristics of each, and considerations regarding care.

Evaluate clothing choices based on fabric appearance, durability, and care.

CONCERNS ADDRESSED: Being able to sew or mend my own clothes.

What I look like.

Using time wisely.

Making decisions for myself.

Saving energy.

Doing things for myself.

Having my own room or area the way I want it.

APPLICATION: Science

LEARNING ACTIVITIES

As an introduction: Bring in three popular articles of teen clothing. (Examples: jeans, polo top, and sweaters) Tell students they need to launder the items when no one is around to help them. Have the students write down how they would wash (temperature and agitation) and dry (temperature) the articles. Compare their answers with the instructions on the garment labels. Point out results. Point out that following the directions increases the wear life of a garment.

(Bulletin board) "Anatomy of a Care Label". Point out information you find on a care label and how this could influence what you buy or do not buy.

When demonstrating why we sort clothes, bring in some "laundry casualties". Also encourage students to bring in some things they have which could be classified as laundry casualties. Have students guess what caused these casualties.

Demonstrate why we sort clothes by washing an old white T-shirt with some jeans. Prior to the demonstration, have students guess results.

Ask students for volunteers to demonstrate or assist in the following science experiments.

Have students brainstorm a list of common clothing stains. Have students choose four of the most common stains for the following experiment.

(Experiment) Cut four 5 inch square samples, and smear the four most common stains identified above on each square. Soak one square for 15 minutes, one overnight, and one not at all. Use a commercial stain solvent for comparison. Wash and dry all items. Compare results. Ask students to draw conclusions.

(Experiment) Demonstrate the effect of detergent by using two jars with tight fitting covers, several squares of soiled fabrics, and a detergent. Partially fill each jar with warm water, and add soiled samples. Place one teaspoon detergent in one jar. Use no detergent in the second jar. Cover and shake. Observe and draw conclusions regarding the use and effect of detergent.

(Experiment) Demonstrate washing a wool sweater by the correct method. Using an old sweater, a comparison might be to wash and dry it at very hot temperatures. Draw an outline of sweater prior to washing. (Lost and found or a local thrift shop may also be places to locate a wool sweater to wash incorrectly.) Compare and contrast result.

Discuss methods of saving energy (both personal and utilities) while doing the laundry. (Examples: line drying clothes, using warm/cold water, washing with full loads, removing clothes promptly when dry, checking to see that all dirty clothes are in the wash)

(Handout) Have students, as an out of class assignment, wash and dry the family laundry at home. Using the handout provided, discuss the results. You may want to alert parents of this assignment prior to the time it is assigned. (Adapted from an idea submitted by Shawna Zimmerman, Argyle, MN)

(Handout) Develop questions based on the laundry information covered in class. Break the class into groups of two or three. Asking "Who Am I" questions, have the students compete in teams as a review of the material covered.

(Handout) The teacher will show pictures of good and poor clothing storage areas. Using "Cure Closet Clutter," have students look for things that make the clothing storage areas good, and things that make the areas poor. Discuss ways of improving the clothing and accessory storage areas students have at home. This handout can also be used to discuss the effect storage methods have on our appearance, and the impressions we give through our clothing.

(Handout) Divide students into six groups. Have each group research one of the most common natural or synthetic fibers. Identify characteristics of each, show examples of clothing (either actual or pictures), and identify care considerations.

Have students bring in candidates for "Best Clothing Buy" and "Worst Clothing Buy". Discuss what made the article "best" or "worst" buy. Have students point out fiber characteristics, appearance, durability and care.

Have students do a survey of most common repairs needed on what they wear during a week. (Examples: buttons, snaps, hems, or tears) Point out that clothes last longer, and look better if repairs are mended. If you don't fix it soon, you may not be able to wear it again, because early adolescents are growing at such a rapid rate.

Demonstrate simple repairs.

Sponsor a "Do It Yourself Day". Have teens bring in their favorite article of clothing which needs repair. Have them repair the item as an assignment.

Create a display of "Creative Clothing Repairs".

Make posters on stain removal and laundry instructions to post in department or at home.

Name ____________________

I Did the Family Wash!

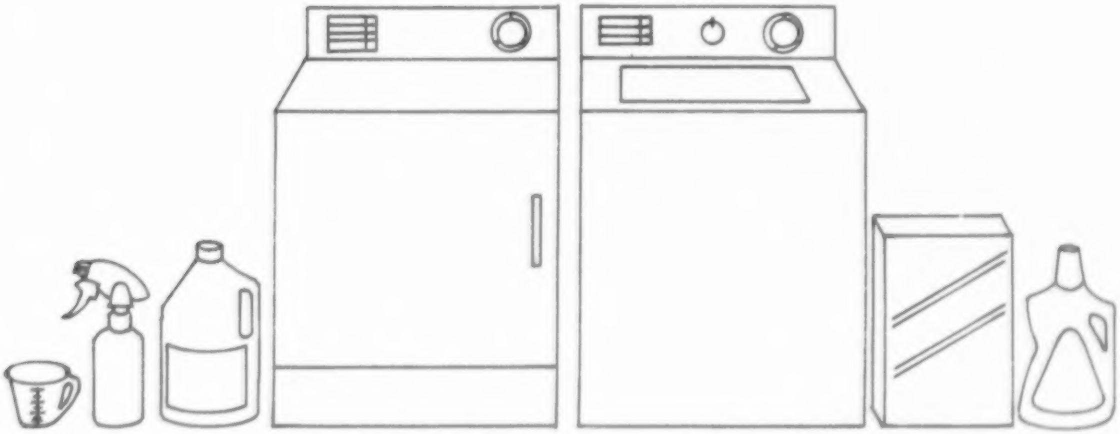
Directions: Your assignment is to do the family wash. Three or more wash loads are recommended. You will want to discuss this assignment with your parent ahead of time for special instructions. If your parent has questions, please have her/him contact your home economics teacher.

For this assignment, you need to do the following. First describe the loads into which you sorted the family wash. For each load, tell the laundry aids you used, the wash cycle, the wash temperatures, how the load was dried, and your evaluation of this load. After you have completed the family wash, be sure to get your parent's comments and signature.

Parent Comments:

Parent Signature ____

Date ____



	Laundry Aids Used	Wash Cycle	Wash Temperature(s)	How the Load Was Dried	My Overall Evaluation
EXAMPLE White cotton	All detergent Clorox II	Normal	Wash: Hot Rinse: Warm	Dryer was set at "regular" setting for 35 minutes	Whites came clean except for a stain on a towel. I should have pretreated the stain.
Load 1:					
Load 2:					

	Laundry Aids Used	Wash Cycle	Wash Temperature(s)	How the Load Was Dried	My Overall Evaluation
Load 3:					
Load 4:					
Load 5:					

Name ____________________

Who Am I?

1. I am the liquid you add during the rinse cycle, or the sheet you add to the dryer to make clothes soft and static-free. Who am I? ______________________________

2. I am the laundry aid you use to help whites stay white. Who am I? ______________________________

3. I am the temperature dark colors should be washed. Who am I? ______________________________

4. I am the drying cycle which cools down at the very end, to help your clothes stay wrinkle-free. Who am I?

   ____

5. I am one method of saving energy while doing the laundry. Who am I? ______________________________

6. I am something on your clothes which should be pre-treated, unless you want me to stick around. Who am I? ______________________________

7. I am one of the first steps you should take when preparing to do the laundry. If you do me correctly, your favorite shirt won't turn colors. Who am I?

   ____

8. I am one thing you shouldn't do if you want your clothes to come clean. Who am I?

   ____

9. I am where you should look if you are unsure of the correct way to wash and dry your clothes. Who am I?

   ____

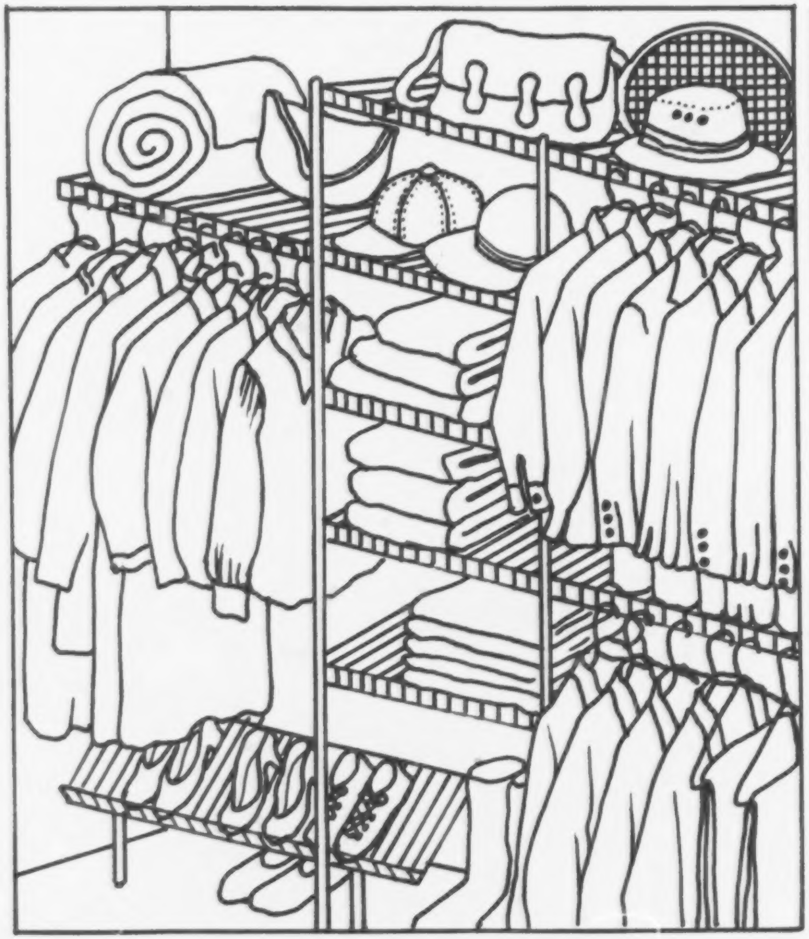
10. I am the temperature delicate materials and permanent press material should be cleaned at. Who am I?

    ____

Answers:
1. Fabric softener
2. Bleach
3. Cool or cold
4. Permanent press cycle
5. Full loads, warm water, hang to dry
6. A spot or stain
7. Sorting
8. Using too much soap, not pre-treating stains, overstuff washer
9. Care label
10. Warm

CURE CLOSET CLUTTER

Tidy Tina/Tim



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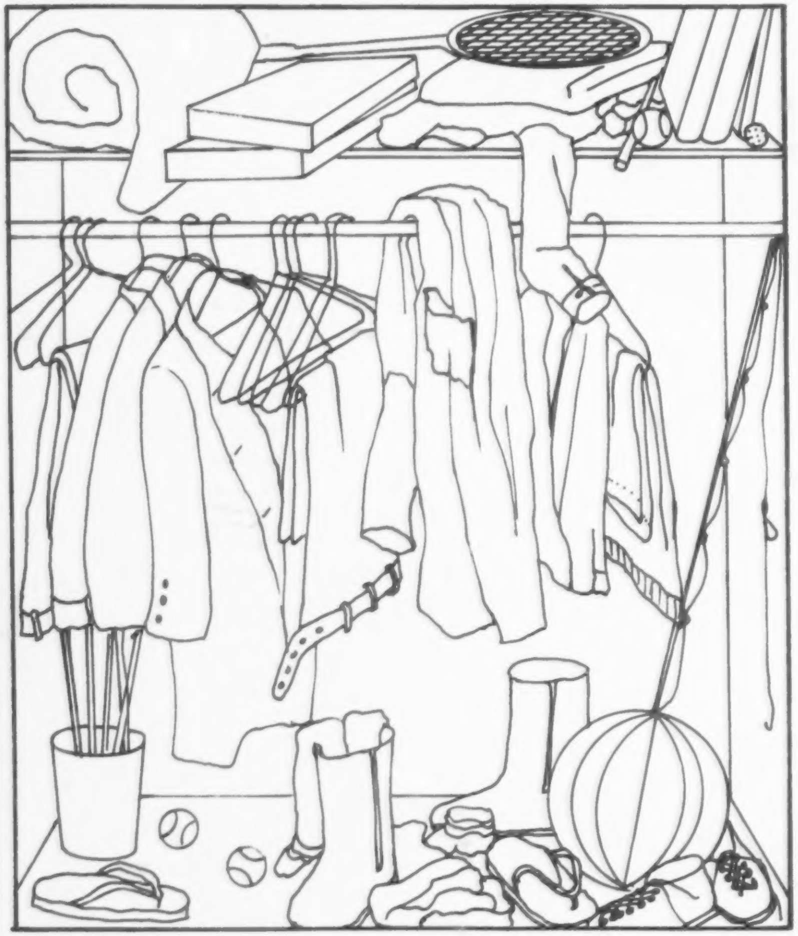
Sloppy Sue/Sam



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Name ____________________

Fiber Know-How

Directions: Complete the following.

Fiber	Characteristics of this fiber (fabric)	Examples of how and when this fiber is used in your clothing	How this fiber (fabric) should be washed or cleaned
Cotton			
Wool			
Rayon			

Fiber	Characteristics of this fiber (fabric)	Examples of how and when this fiber is used in your clothing	How this fiber (fabric) should be washed or cleaned
Polyester			
Acrylic			
Nylon			

CONCEPT: MY HEALTH

By: Ellen Harrison
Curriculum Specialist

TOPIC: My Health

STUDENT OBJECTIVES: List personal habits and preventive measures that lead to good physical, mental, and social well-being.

Identify potential causes of poor health.

Administer basic first aid.

CONCERNS ADDRESSED: Understanding my friends.

Understanding my parents.

Understanding other family members (Example: sister).

Understanding the opposite sex.

Getting pushed into something I don't want to do by my friends or someone my age.

Being put down or teased.

Dealing with family problems.

Getting attention and respect from adults.

Being O.K. as a person.

Understanding how I feel inside.

Growing (or not growing) like my friends.

Eating the right foods.

Losing (or gaining) weight.

What I look like.

Making decisions for myself.

Drugs and alcohol.

Smoking.

My health.

APPLICATION: Science

LEARNING ACTIVITIES

Have students write their definition of health. The World Health Organization defines health as: "A state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity" (Health and Safety For You. Diehl, Tsumura, Henke, Bonekemper. New York: Webster Division McGraw-Hill Book Company, 1980). Compare their answers to this definition and discuss.

(Software) Have the local county extension agent bring Agnet to class and have students run the Lifestyle program to determine their lifespan. Use the results as a basis for discussing how decisions made today affect personal health tomorrow and our lifespan. Point out that 50% of deaths are attributed to unhealthy behavior or lifestyle.

Have students define daily health practices. Compile a list of practices that could be considered "keys" to good health. Discuss how daily care may prevent problems, be less expensive, and more beneficial than acting when a problem occurs.

Brainstorm healthy and unhealthy practices of students and their families. Identify the consequences to individuals and society. For example: People under age 54 who smoke one pack of cigarettes per day incur $34,000 in medical bills and lost income.

Using the topics listed in the above learning activity, encourage students to read by assigning a paper or discussions based on health related articles from newspapers or magazines such as Co-Ed, Current Consumer & Life Studies, and/or Current Health.

(Bulletin board) HEALTH: What You Don't Know ~~Don't~~ Will Hurt You! Post statements and/or articles to prove your point. (Examples: Accidents are the leading cause of teenage deaths. Eating a balanced diet today will help prevent osteoporosis in future years. Nicotine is inhaled by involuntary smoking as well as voluntary smoking and both affect future health).

Discuss what a first impression is. Discuss what things are noticed that are the basis for the first impression (Examples: posture, hair, skin, clothes). Compile a list of items mentioned. Discuss each item, focusing on ways to improve in order to create a more positive first impression. Go through these one by one, disucssing how to improve posture for example so as to improve the impression they give to others.

Have the physical education teacher come to class to talk about the importance of posture. This resource person can answer questions and give exercise suggestions to improve posture and general health.

Conduct brief exercise sessions in class, introducing and practicing one new exercise each time.

Have a panel composed of a coach, dietitian, representative of local diet program, and a doctor. Have them talk about health, nutrition, and exercise. Have students prepare questions in advance, to ask them.

Have students analyze information regarding weight loss programs. Check whether diets include the Basic Four Food Groups. Discuss long term consequences. Point out the fallacy of "get slim quick" promotions.

(Bulletin board) Use "Health Helpers" as a title and display products or pictures of products used to keep hair and skin clean and looking good.

Have a local doctor or skin specialist speak to the class about skin care for teenagers. The class can ask questions and the speaker can suggest methods of cleaning skin and products to use.

Show a filmstrip such as "Nutrition For Teenagers Only". Emphasize the relationship of proper nutrition and good health. Discuss and list foods that lead to good health and foods that are empty calories and can lead to poor health and skin problems. (Nutrition For Teenagers Only. Sunburst Communications, Room KQ74, 39 Washington Avenue, Pleasantville, New York 10570.)

Have students bring in two health related ads they feel are misleading (Examples: a certain pop is for those who think young, chewing gum will clean your teeth and freshen your breath).

Discuss how ads are misleading and how this misleading information affects teenagers.

Have students list common sense preventive procedures to good self-care. (Examples: avoid getting sunburned, if certain foods cause indigestion then don't eat them). Point out that these are often ignored. Why do people choose immediate gratification over good health benefits for the future?

Have students brainstorm preventive health habits. Discuss reasons why people don't always use preventive health habits. (Examples: incorrect information, lack of information, attitudes, personal values, peer pressure)

Have the FHA/HERO chapter conduct a survey of junior high school students to find out how many smoke, drink, and/or use drugs. Ask questions such as: what age they began, why they began, and has any of this affected their schoolwork and/or relationships with family and friends. (For such a survey, obtain permission from respondents first, emphasize confidentiality and also student's right not to participate.)

(Handout) Using "To Smoke or Not to Smoke?", have students list the pros and cons of smoking.

Do an experiment with cigarette smoke. Let the smoke go through a white handkerchief. It leaves brown residue and a good basis for discussion. This can also be related to brown teeth and fingers.

Define involuntary smoking. What are two sources of the chemicals inhaled by involuntary smoking (mainstream-sidestream)? What are names of the chemicals inhaled (nicotine, carbon monoxide)? Have students research involuntary smoking to find out if diseases caused by smoking also affect involuntary smokers.

What is the nonsmokers' Bill of Rights? Have students develop components of a nonsmokers' bill of rights. (Examples: right to breathe clean air, speak out, to act)

Have students search their community to find out what smoking regulations are in local stores, restaurants, hospitals, and schools.

Have students brainstorm and come up with reasons why people drink alcoholic beverages. For each reason why, list a reason they shouldn't drink. Next, list reasons why teenagers drink alcoholic beverages. List commonalities and uniquenesses.

Have students list mental and physical side effects of drinking alcohol. Discuss each item listed.

Have a speaker who is a recovering alcoholic, preferably a teenager.

Define problem drinking. Check community resources for help available to problem drinkers and their families. Arrange for a panel discussion of persons representing these community resources.

Have a police officer demonstrate the breathalyzer. He/she can also give statistics on accidents due to drinking.

Have students define what drugs are. Point out that there are many over the counter (OTC) drugs being used as well as coffee, pop, and chocolate. Present information on the "look alike" drugs (Example: imitation speed). Point out that these can be dangerous. Discuss the effects of these drugs.

Teachers should clip articles which show the relationship between alcohol/drugs and crime.

Have students decide if there are good (helpful) drugs and bad (harmful) drugs. List both kinds. What makes a drug helpful/harmful?

Use the list of drugs from the previous learning activity to determine uses of helpful drugs and when the use of a drug turns to drug abuse.

The four main categories of commonly abused drugs are depressants, narcotics, stimulants, and hallucinogens. Identify what the drug does to the body and/or mind, if it's habit forming, or has side effects, and what happens when the use of the drug stops.

Discuss the dangers of self-prescribing medications for self-diagnosed problems. (Example: not treating the right problem and therefore the problem gets worse)

Have each student research a different communicable disease. Have them report their findings to class including sources, symptoms, cures, and where to get help. Point out the danger of self-diagnosing and self-medication for communicable diseases.

Develop a list of chronic diseases. List symptoms. Pick out those that seem to be associated with specific groups of people (Examples: diabetes for Native Americans and osteoporosis for older women). Discuss reasons for this.

Have students develop a list of environmental health hazards. Have them separate the list into hazards that have been around a long time and those that are recent. Has anything been done to eliminate past and present hazards?

Have students survey environmental health hazards in their communities.

Have students find out if there are groups or agencies in their community that are working to improve environmental health. Are there ways students can participate in these? This could be an FHA/HERO project.

Define stress and discuss how stress can be positive as well as negative. Have students list five situations in the last week when they felt stress. Discuss how negative stress might be turned into a positive. Discuss effects of negative stress on health.

Have students research and report to class five skills that a person can use to relieve stress. Have students choose one skill, learn it, and demonstrate its use to the class.

Define first aid. Have students identify a list of injuries or situations where first aid is necessary in the following areas: when babysitting, participating in a sports event, or an accident that might happen at home.

The teacher can keep a file of articles related to first aid. Students can use these as a reference.

Obtain first aid charts from public health or a Red Cross center.

Locate first aid supplies in the department. Locate first aid supplies at home. Replenish supplies as needed.

Have a nurse or EMT visit class and demonstrate, first aid procedures.

(Handout) Using "First Aid Remedies", have students choose a situation from the list given. Then have them research the item to find proper first aid procedures. Have students then demonstrate the first aid procedure for the class.

Have students survey their homes for hazards. This would include areas where falls might occur, cupboard contents that could poison a child, and other potential areas for accidents. Use this list and develop suggestions for prevention of these possible accidents.

Develop a brochure on home safety.

Develop a list of first aid supplies that should be in the school and one that should be in a home.

Develop a display on a home first aid kit for a store window.

(Bulletin board) Use "Accidents vs. Prevention" to display ways to prevent an accident from happening.

Topic: My Health

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Teacher References

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Filmstrips, Videotapes

First Aid: Newest Techniques, revised 1985. Sunburst Communications, Room E414, 39 Washington Ave., Pleasantville, NY 10570.

Growing Into Womanhood. Glenbrook Laboratories, Division Of Sterling Drug Inc., 90 Park Ave., New York, NY 10016.

Jackson Junior High. Distributed by: National Council on Alcoholism, 733 Third Avenue, New York, New York 10017. (Recommended by: Nancy Malm, Flasher. Nancy notes that the series on alcohol use/abuse is broadcast each spring on Prairie Public TV and can be videotaped for class use.)

Leaving Drug Facts: Alcohol, Marijuana, Drugs and Your Values. Sunburst Communications, Room E414, 39 Washington Ave., Pleasantville, NY 10570.

Taking Care Of Yourself. The Learning Seed, 21250 N. Andover Road, Kildeer, IL 60047.

Wasting Away: Understanding Anorexia Nervosa and Bulimia. Sunburst Communications, Room E414, 39 Washington Ave., Pleasantville, NY 10570.

Women's Health Concerns: A Personal Look, The Gynocologist: Your First Visit. Eye Gate Media, Jamaica, NY 11435.

The Self-Breast Examination. Eye Gate Media, Jamaica, NY 11435.

Name____________________

To Smoke Or Not To Smoke

Directions: First list five reasons why people smoke. Then list five reasons not to smoke.

To Smoke	Not to Smoke
1.	
2.	
3.	
4.	
5.	

Name____________________

First Aid Remedies

Directions: Write correct first aid procedures for all of the situations that follow. Choose one to demonstrate to the class.

1. Jeana comes home from the first day at softball practice with a big blister on her hand.

2. Shawn is carrying a pile of clean clothes upstairs to put them away. He slips on the steps and bruises his leg.

3. Lisa teases the neighbors dog until it gets mad and bites her.

4. Billy and Chad are playing catch. Chad is not watching as Billy throws the ball. It hits him in the face, giving him a nosebleed.

5. Sara is crawling in the flower garden looking for the marble she dropped. She accidentally puts her hand on a bee which stings her.

CONCEPT: MY PERSONAL LIVING SPACE

By: Ellen Harrison
Curriculum Specialist

TOPIC: My Personal Living Space

STUDENT OBJECTIVES: Describe personal needs met by a personal living space.

Describe ways of sharing a living space.

Care for one's own personal living space.

CONCERNS ADDRESSED: Understanding other family members (Example: sister).

Having my own privacy.

Making decisions for myself.

Doing things for myself.

Having my own room or area the way I want it.

LEARNING ACTIVITIES

(Bulletin board) Have students' favorite cartoon character saying, "My Space Means..." a) my own room, b) a secret box, c) my special treasures.

Show a picture of a large penguin colony or a beach covered with sunbathers. Point out the similarity in the amount of personal space surrounding each. Also point out that each penguin or sunbather has their own poersonal space.

Have students write down what they feel is a definition (or characteristic) of personal living space and what personal needs are met by this space. Point out that each person has many different personal spaces. (Examples: shared room or room of one's own, locker or desk(s) at school, desk or chair in the family room).

(Handout) Define physical, psychological, social, and intellectual needs. Have students identify specific ways personal space meets "My Personal Needs". Discuss.

Divide students into groups and have them brainstorm the following: What are some examples of personal living space? What do you do in your personal living space? What items do you need in your personal living space to carry out these activities and meet these needs? What items do you keep and store in your personal living space? Have each group explain their responses to the rest of the class. Write their responses on the board.

(Handout) Discuss "My Personal Living Space" after it has been completed by students. Ask students: What areas have you personalized to be your space? How do you express yourself and your values in your personal living space? Are personal needs always met by a personal living space? How do you feel when your needs are not met? How important is privacy? What is the difference between wants and needs?

Have students list the members of their family and one or more places that serve as each member's "space". Is this space personalized or do members just assume the space is theirs? (Example: Dad's chair) Discuss how Dad reacts if you sit in "his chair" or if you put something in a space someone else assumes to be theirs.

Define needs related to personal living space. Have students identify ways their present living space fulfills needs to be alone, creative, and secure. Have students list other needs their personal living space satisfies.

Have students bring something from home that they especially like because it personalizes their space. Before discussing, assemble all items at the front of the room and have students guess who owns each item. Point out that our possessions often reflect our personality and/or values.

From magazines, collect examples of room accessories that students could make from scratch or using recycled materials. (Examples: initial pillows, pencil holders from small cans)

Define functional and decorative accessories. Using their present personal living space, have students list five accessories they have and tell whether the item is functional, decorative, or both.

Discuss tips related to storage. Point out: Store items close to where they will be used. Frequently used items should be stored where they can be easily reached and easily identified.

Evaluate storage features within the department. Make changes as needed.

Give each student a sheet of paper and have them list three ways things can be stored in a bedroom.

Have students devise a plan to create needed storage area in their personal space. Projects should be okayed by the teacher and parents before students begin. (Examples: sewing different sized pockets on a piece of fabric hung from a clothes hanger or on a wall, shelves, putting dividers in a box that will fit under the bed, storage boxes from shoe boxes)

(Teacher reference) Case Studies: Organizing My Space. Divide students into groups. Ask each group to come up with ideas for these situations. Discuss their ideas. Categorize ideas according to cost; costs should be under $10. Point out that organizing functionally and decoratively doesn't have to be expensive.

Have the class brainstorm ways of personalizing one's room when one must share. Categorize according to "things I can do myself" and "things someone else would have to do".

Divide students into two groups. Have one group list five responsibilities of those sharing personal living space and the other group list five rights of those sharing a personal living space.

List five good things and five unpleasant things about sharing a room. Have the class suggest ways of turning the unpleasant things into workable solutions. (Ex. no privacy--- suggestion: arrange room so a bookcase serves as a divider)

Have each student dream up a personal relationship problem situation or think of a conflict situation related to personal living space in which they've been involved. Have students write the problems on slips of paper. Divide students into groups. Each group then draws a problem from a hat. The groups discuss the situation and how it might be handled. Each group could present to the class what they came up with.

(Teacher reference) Case Studies: Relationships and Personal Space. Divide students into groups to discuss case studies related to personal living space.

(Teacher reference) Case Studies: Relationships and Personal Space. Have students role play situations related to personal living space.

Show students pictures, posters, or cartoons of neat and messy bedrooms. (This could also be done on a bulletin board.) Have students write down their first impressions of each room. Have students comment on how each makes them feel.

Ask students to identify advantages and disadvantages of keeping their personal living space neat and orderly. Ask students the following questions: Have you ever had to search for a personal belonging or an item of clothing in a messy room? Does your room look different when the bed is made and your clothes are put away than when the bed is unmade and personal items are scattered? How do you feel in a room that is neat? How do you feel being in a room that is messy? Ask them to think about what they like to strive for in caring for their own space.

Discuss cleaning tools, products, and tips. Ideas can be found in "Hassle-Free Cleaning for Singles and Other Busy People", Johnson Wax, Consumer Services Center, 1525 Howe Street, Racine, Wisconsin 53403.

(Handout) Have students brainstorm tasks related to having a clean and orderly room. From the list, have them identify "My Room Cleaning Plan".

Write on slips of paper the names of cleaning products and supplies, such as furniture spray, window spray, and a broom. Have each student draw one. Students then research how to use the item and then discuss and demonstrate the item. Consumer Reports can be used as a resource. Note: This does not have to be done as part of this unit, but can be spread throughout the term and demonstrated when a need for a particular product arises.

Have a day to "solve problems". Have students bring living space problems from home. Divide students into groups to solve the problems using the problem solving process. Point out that the process is the same regardless of the topic.

Have students complete a personal living space individual project using the FHA/HERO Planning Process. Suggestions for projects: a concern the student identified on My Personal Living Space, an item of self-expression, a storage item for their room or locker. Have students identify what they did at each step of the planning process. (See the handout "The Planning Process for Individual and Group Action" in the section "Welcome to Home Economics Life Skills and FHA/HERO").

Topic: Personal Living Space

ADDITIONAL REFERENCES

Teacher References

Hassle-Free Cleaning For Singles And Other Busy People. Johnson Wax Consumer Services Center, 1525 Howe Street, Racine, Wisconsin 53403.

Housing: A Curriculum Guide For Home Economics Programs At The Secondary Level. Bismarck, ND: State Board For Vocational Education, 1969.

Illinois Vocational Home Economics Curriculum Guide. Illinois State Board Of Education. Springfield, Ill. August, 1982.

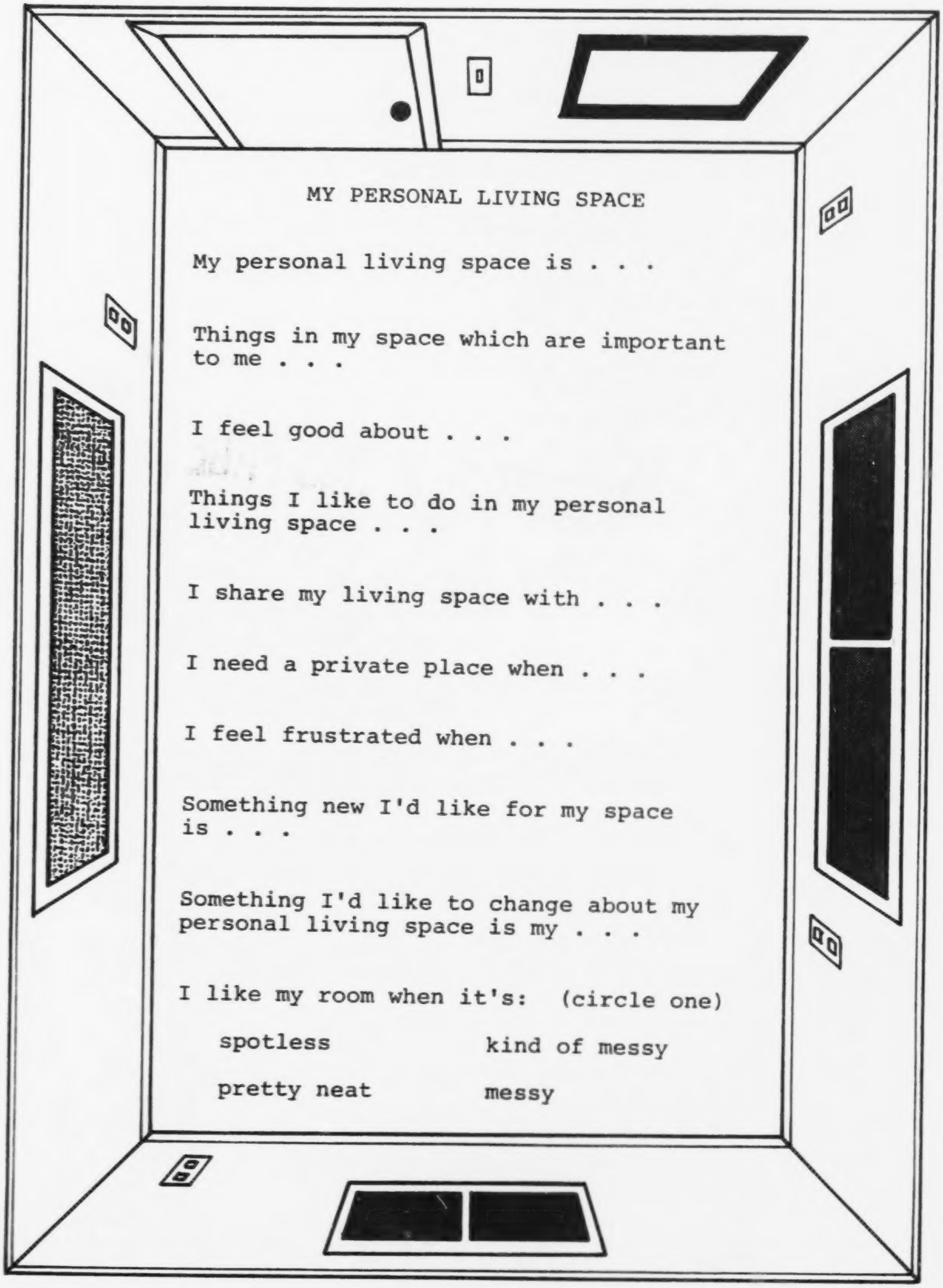
Name____________________

My Personal Needs

Directions: List two items from your "personal space" which meet each of the following needs.

Physical Needs	Psychological Needs
1.	1.
2.	2.
Social Needs	**Intellectual Needs**
1.	1.
2.	2.

Name ______________________



MY PERSONAL LIVING SPACE

My personal living space is . . .

Things in my space which are important to me . . .

I feel good about . . .

Things I like to do in my personal living space . . .

I share my living space with . . .

I need a private place when . . .

I feel frustrated when . . .

Something new I'd like for my space is . . .

Something I'd like to change about my personal living space is my . . .

I like my room when it's: (circle one)

spotless	kind of messy
pretty neat	messy

Teacher reference

Case Studies: Organizing My Space

Brian's family just moved into a different house. The walls in his room are bare and the room looks empty. What could Brian do to his room to make it look more like his? Brian plays tennis and is interested in computers.

Rachel and her family live in a two bedroom apartment. Her parents have one bedroom and her three brothers share the other bedroom. Rachel sleeps on a bed in the hallway outside the bedrooms. What could Rachel do to create some space for herself?

Nathan needs a place to do his homework, but he doesn't have a desk in his room. What could he do?

Darin's family just moved. Darin no longer has his big room. His new room is much smaller. What will he do with all his models?

Sherry has a huge bedroom. She feels lost in all the open space. It seems cold and impersonal. What can she do?

Sharlene just moved into her own room, but there is no closet in this room. What can she do?

Anna Lei is an exchange student from Sweden. Her exchange family gave her their grown daughter's bedroom. What can Anna Lei do to make this room feel like home?

Teacher reference

Case Studies: Relationships and Personal Space

Eric's younger brother, Scott, will not stay out of his room. Scott likes to go into Eric's room just to look at and touch all Eric's things. Eric doesn't want anyone in his room and doesn't want anyone to touch his things.

Michelle has her own bedroom. Other members of her family frequently go into her room without asking permission. Michelle's mother says she has to come into the room to clean and Michelle's younger sister likes to come in and use Michelle's makeup. Michelle values her privacy and would like others to ask before they go into her room.

Jason is 13. He shares a room with his five year old twin brothers. The twins frequently get into scuffles. Jason thinks the twins are monsters and he would just like some peace and quiet. The twins don't really care what Jason thinks.

Amy and Lisa share a room. They frequently fight about taking care of the room and leaving each other's personal belongings alone.

Jennifer's mother is frequently angry with her because she will not clean her room. Her mother believes Jennifer's room should be very neat, but Jennifer likes her room the way it is.

Matthew and Ryan share a room and each complains about not having privacy.

Allison is 13 years old. Allison and her mother have lived in a two bedroom apartment since her parents were divorced three years ago. Her mother is marrying a man who has a 19 year old son and a 12 year old daughter, Amanda. The new family will move into a three bedroom house. Allison and Amanda will share a room.

Name____________________

My Room Cleaning Plan

Directions: List tasks which promote cleanliness and order in your room according to when each should be performed.

Daily	Weekly

Occasionally	Seasonally

CONCEPT: CLOSING: LOOK WHAT I'VE LEARNED!

By: Mary Bruhschwein
Curriculum Specialist

TOPIC: Closing: Look What I've Learned!

STUDENT OBJECTIVES: Determine conclusions related to identifying major concerns and strategies to alleviate concerns.

Perform at a 70% level or above on a comprehensive home economics exam.

Evaluate the home economics course.

CONCERNS ADDRESSED: All

LEARNING ACTIVITIES

Ask students to fill out the concerns checklist again. Tally results, and compare with those taken at the beginning of the course. Discuss how concerns have changed, emphasizing that concerns change over time, and as coping abilities improve.

Have students brainstorm ways they have dealt with concerns. Have them classify into categories "most effective" and "least effective". Point out the importance of dealing with concerns effectively.

(Bulletin board) I've Got The Skills For Life!

(Teacher reference) Use the item resource bank to review and test student knowledge regarding home economics life skills. This item resource bank may be used as a basis for review including such techniques as bingo, tic tac toe, spelldown. The items may be used as the basis for a final test.

Ask students to write five general statements regarding something they liked in home economics. Do the same thing with things they disliked in home economics. Discuss ways of improving the course next time it is taught.

(Handout) Have students complete the handout "Look What I've Learned". Ask students to write one thing they learned in each of the areas of home economics that they will use in the future.

(Handout) Ask students to evaluate the home economics course using "What's on Your Mind?".

Ask students to call or write you when they use something that they learned in home economics they didn't believe they would. Keep track of these calls/letters for evaluation purposes and as incentive on bad days. (Pam Peterson, Grand Forks)

Teacher Reference

Item Resource Bank

Making the Most of My Resources

1. Define the term values. (Something you believe in and usually pattern your life around.)
2. What is income? (The money or other gain received from labor or other services.)
3. Has television viewing increased or decreased in the past five years among teenagers? (Increased)
4. Demonstrate how to write a check correctly. (Teacher note: Use a transparency of a check.)
5. Name three personal resources. (Time, energy, money, skills)
6. What is a material possession? (Something you can keep and use after buying it. Examples: clothes, a car)
7. I hadn't planned to shop today, but when I saw this new album, I just had to have it. What is this an example of? (Impulse buying)
8. Name four things to consider when applying for a job. (Why am I interested in this job? Do I look neat and clean for the interview? What can I add to this job that others cannot? Do I have the skills needed?)
9. Name four qualities of a successful advertisement. (It attracts attention. Is to the point. Is clever. The slogan is easy to remember.)
10. What is an example of a long term goal? (Being a millionaire before I die, graduating first in the class)
11. Give two examples of short term goals. (Study for 30 minutes this evening for the test tomorrow, sew the missing button on my coat)
12. Name the steps involved in the planning process. (Identify concerns, set goals, form a plan, act, follow up)

13. Name five ways to conserve personal resources when working in the food lab, or in your kitchen at home. (Limit working space, collect all ingredients at one time, wash dishes as you work, do more than one task at a time, form a plan before beginning)

14. Explain long and short term goals as they relate to a basketball game. (A long term goal is to win the game. Short term goals include scoring ten points in the first half, and getting the most rebounds.)

15. Name two things that influence the values that you have. (The values that significant others have; your environment)

Foods and You

1. Name the Basic Four food groups. (Grains, fruit and vegetable, dairy, meat and poultry)

2. Name the only group of the Basic Four which requires two servings for teenagers. (Meat)

3. What term describes foods which contribute calories but few nutrients? (Empty calories, junk food)

4. What is the abbreviation for tablespoon? (Tbsp. or T.)

5. What is the only ingredient which should be firmly packed into a dry measuring cup? (Brown sugar)

6. What is the name for the group in which thiamine and niacin belong? (B vitamins)

7. Show a dry measuring cup. Ask: What are two thing which can be measured in this cup? (Sugar, flour, brown sugar, shortening)

8. Name one source of Vitamin C. (Orange, grapefruit, strawberry, broccoli)

9. Which of the Basic Four food groups is the only one to contribute Vitamin C? (Fruit and vegetables)

10. Name three foods that fit under the category of "empty calories". (Candy bars, pop, chips, ketchup)

11. Name three influences on what kinds of foods we eat. (Ethnic background or heritage, personal values, time to prepare, ability to prepare)

12. What vitamin helps your eyes adjust to dim light? (Vitamin A)

13. How many teaspoons are there in a tablespoon? (Three)

14. Identify the function of iron in your body, and give one source of iron. (Healthy blood; liver, raisins)

15. Name three things you should do in the lab to insure sanitary conditions. (Wash hands, tie back hair, use hot soapy water when doing dishes)

16. How would you measure 1/8 cup accurately if you did not have a 1/8 cup measuring cup? (Two tablespoons)

17. Name four common safety hazards in the kitchen. (Pot handles extend over the edge of the stove, sharp knives left in the dishwater, spills, open cupboard doors)

18. Name the six essential nutrients. (Fat, protein, carbohydrates, vitamins, minerals, water)

19. Explain in detail how to measure water. (Use a liquid measuring cup, place it on a flat surface, pour water in the cup to the desired level, view it in the middle)

20. Name three ways of measuring butter or margarine. (Stick method, water displacement method, dry measuring cup method)

Human Development and Relationships

1. What is the definition of self esteem? (The good feeling about yourself.)

2. Name one physical characteristic you could inherit. (Hair color, eye color, height, skin color)

3. Name one physical characteristic which is affected by environment. (Height, weight)

4. Name two ways people communicate. (Verbally, non-verbally)

5. Name one thing that raises self esteem. (Doing well in an event, a compliment)

6. Name one thing that lowers self esteem. (A put-down, a bad grade in school)

7. What is an example of positive feedback? (Anything that shows someone is listening. This could include a knod, or a question.)

8. Give an example of sex role stereotyping. (Women as housewives, men as businessmen; boys as the players, girls as the spectators)

9. Name five roles you play as a family member. (Son/daughter, brother/sister, aunt/uncle, cousin, friend, grandson/granddaughter)

10. Name three parts to any communication. (Sender, receiver, message)

11. Name one talent you have (or each member of your group has) which could be used to help someone. (Work well with children, a good listener, friendly)

12. How does the image you have of yourself affect what you do? (If you feel good about yourself, you'll do well, if you feel confident in trying something new, you'll try and succeed.)

13. Name five characteristics desirable in a friend. (Something in common with you, honest, polite, friendly, confidential)

14. Name five characteristics not so desirable in a friend. (Gossip, talk about others behind their back, self centered, don't care about others, dishonest)

15. Name three things that could indicate that one of your friends has a serious problem. (Lack of appetite, moody, change in behavior)

Caring For Children

1. What are the four areas of development in children? (Physical, emotional, social, intellectual)

2. What areas of development are involved in the following activity: riding a bicycle. (Physical, intellectual, social and emotional)

3. Give three examples of child care options. (Day-care, in home babysitter, nursery school, at-home care)

4. What is the definition of "latchkey children"? (Those who are home alone at some time during the day.)

5. Name three ways to "babyproof" a home. (Put plastic covers in electrical outlets, put poisons up high, block stairs)

6. Name three characteristics of a safe toy. (No sharp edges, pieces are secure, made of durable materials, nontoxic paint)

7. Name two household items you could use as toys. (Plastic spoons, pots and pans, measuring cups)

8. Name three characteristics of a good babysitter. (Prompt, likes children, can handle emergency situations carefully)

9. Name four emergency phone numbers to know when babysitting. (Police, fire department, ambulance, poison control)

10. Name two questions you should ask parents when you are babysitting. (What is the child's bedtime? Are there any special routines to know? When will the parent be home?)

11. If the phone rings while you are giving a small child a bath, what should you do? (Let the phone ring, or wrap the child in a towel and take him/her with you.)

12. List two nutritious snacks suitable for most two year olds. (Crackers, apple without the peel)

13. Give an example of physical development. (Holds a toy in hand)

14. Give one example of social development. (Smiles when spoken to)

15. Give one example of emotional development. (Cooing or babbling)

16. Give one example of intellectual development. (Recognizes mother's voice)

17. If a fire broke out while you were babysitting, should you try to put it out yourself? (No, your first responsibility is to the children, immediately get then to safety.)

18. Which of the two items listed below would most infants accomplish first: Reach for a toy, or lift their head (Lift their head)

19. List three questions you may want to consider to help you determine whether or not you are babysitting material. (Am I interested in the money only? Do I like children? Am I able to handle emergency situations without panicking?)

20. Name two child care related jobs. (Day care attendant, parent, teacher)

Clothes and You

1. Give one example when you would use a hem gauge. (Measuring depth less than six inches.)
2. How wide is the standard seam allowance? (5/8 inches)
3. On a pattern piece, what does the straight line with arrows a both ends symbolize? (Grain line)
4. What is it called when you stitch in reverse to secure the ends of a seam? (Backstitching)
5. What piece of equipment is used to remove unwanted stitches? (Seam ripper)
6. What is the laundry aid called that is used to keep clothes from clinging together? (Fabric softener)
7. What is the definition of sewing notions? (Any items other than fabric that are needed for the completed project.)
8. What stitch do you use to temporarily hold two pieces of material in place? (Basting stitches)
9. What does the heavy black line on a pattern symbolize? (Cutting line)
10. What temperature should be used to wash dark fabrics? (Warm)
11. Name three methods of marking pattern. (Tailor's tack, dressmaker's pencil, tracing wheel and tracing paper, pin, clip)
12. What is grading? (Cutting one seam allowance shorter than the other so that the seam will be less bulky.)
13. Why do you gather a piece of material? (To incorporate fullness)
14. Name three categories into which you should separate laundry. (Whites, dark colors, heavily soiled, light colors, cold/warm/hot water)
15. Name standard information found on the back of a pattern envelope. (Fabric needed, notions, back view of project, suggested fabrics, metric conversions)

16. Name three characteristics of a good storage area. (Varied levels for hanging clothes, shelves, organized, all areas easily accessible)

17. What is the difference between clipping and notching? (Clipping is done on inside curves, it is a straight cut into the seam allowance. Notching is done on outside curves, and it it cutting a wedge or "V" out of the seam allowance.)

18. What is the sheet which explains how to fit all the pattern pieces onto the fabric called? (Pattern layout)

19. What is the name for the fabric which has a fuzzy feel, or one-way design? (Nap)

20. What is permanent press? (The treatment on the surface of a fabric to decrease wrinkling)

Health

1. What is the definition of health? (A state of complete physical, mental and social well-being)

2. Name two things that you could do daily to improve your health. (Eat right, get enough rest)

3. Why is daily health care important? (It may prevent health problems, and promote better to overall health)

4. What is the leading cause of death among teenagers? (Accidents)

5. Give one reason why good posture is important. (It looks nice, it lessens backaches)

6. Name two examples of health related ads which are either false or misleading. (Chewing gum freshens breath, vitamins will cure acne)

7. Name one common sense, preventive procedure for self-care. (Avoid getting sunburned)

8. Name one reason why people continue to smoke even if they are aware of the associated health risks. (They may be addicted to the nicotine. They may think it is neat.)

9. What is the definition of involuntary smoking? (Breathing in the smoke present in your environment. Examples: a baby in the womb, someone in a crowded restaurant)

10. Name three reasons why people drink. (To be sociable, because they like the feeling, because "everybody's doing it")

11. Give one physical side effect of drinking. (Physical impairments, damages brain cells)

12. What is one method of testing a person to see if they are intoxicated? (Breathalyzer, blood test)

13. Define and give an example of an OTC drug. (Drugs you can buy over the counter. Examples: aspirins, cough medicines)

14. What is the most dangerous room in your house? (Kitchen)

15. What type of accidents is responsible for more injuries than any other? (Falls)

Personal Living Space

1. Define personal living space. (Any space that is basically your own.)

2. Give one advantage of sharing your personal living space. (Always someone with whom to talk and share ideas)

3. Name one disadvantage of sharing your personal living space. (Lack of privacy)

4. What is an accessory? (Something added to a living space to personalize that space.)

5. Excluding a bedroom, give on example of personal living space. (Locker at school, closet, drawer)

6. Name one way to personalize your living space. (Paint it a favorite color, hang a poster, arrange it in a special way)

7. Give an example of a shared living space. (Locker at school, bedroom)

8. Name a functional accessory. (Lamp, table, mirror)

9. Name a decorative accessory. (Picture, poster, knick knack)

10. Name a responsibility you have when sharing a personal living space. (Keep belongings in your area, keep area clean)

11. Name a right you have when sharing a personal living space. (Right to privacy, right to a clean space)

12. Give three tips on storing things in your room. (Use space under bed, shelves, hanging storage area, keep possessions organized)

13. Name four personal needs met in a personal living space. (Privacy, storage area, express creativity, a place to call your own)

14. Give two examples of physical needs. (Food, shelter, clothing, water)

15. Give two examples of psychological needs. (The need to belong, the need to be wanted)

Name ______________________

Look What I've Learned!

Directions: For each of the following identify one or more ways you have used information we have talked about in this class:

Making the Most of My Resources:

Foods and You:

Human Development and Relationships:

Caring For Children:

Clothes and You:

Health:

Personal Living Space:

FHA/HERO:

Speak What's On Your Mind!
Home Economics Course Evaluation

The thing I liked BEST about this class ...

The thing I liked LEAST about this class...

The unit I liked BEST was ...

The unit I liked LEAST was ...

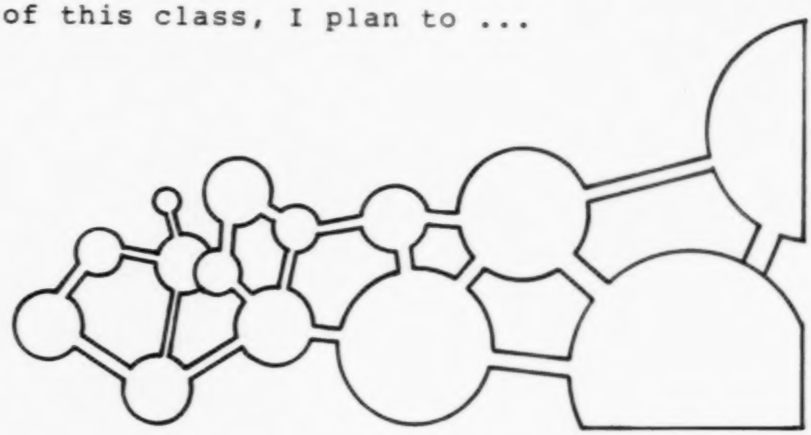
When this class is taught again, I recommend ...

One thing we didn't talk about that I wish we would have was ...

I'd like more ...

I'd like less ...

As a result of this class, I plan to ...



PART IV: GENERAL REFERENCES

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APPENDIX A: CONCERNS RESEARCH DATA: SEVENTH GRADE STUDENT CONCERNS AND ITEM MEAN SCORES SHOWING DIFFERENCES IN PERCEPTIONS OF THEIR CONCERNS BY PARENTS, HOME ECONOMICS TEACHERS, AND ADMINISTRATORS

APPENDIX A

Concerns Research Data: Seventh Grade Student Concerns and Item Mean Scores Showing Differences in Perceptions of Their Concerns by Parents, Home Economics Teachers, and Administrators

Item Numbers	Item	7th Grade Student Concerns Item Means[a] (n = 496)[b]	Item means showing significant differences between 7th grade student concerns and concerns of 7th grade students perceived by three groups		
			Parents (n = 465)	Home Economics Teachers (n = 29)	Administrators (n = 29)
1.	Understanding my friends.	3.9817	[c]		
2.	Understanding my parent(s).	4.0694	3.5594[d]		
3.	Understanding other family members (Example: sister).	3.6000	3.2397		
4.	Understanding the opposite sex.	3.7263	3.3283		
5.	Getting others to listen to me.	3.5852	3.8793		
6.	Being liked by those my own age.	4.0939		4.7857	4.8571
7.	Getting pushed into something I don't want to do by my friends or by someone my age.	3.0607			
8.	Understanding children.	3.4126	2.9654	2.4643	2.5000
9.	Understanding elderly people.	3.5528	2.8963	2.0714	2.5000
10.	Understanding handicapped people.	3.3696	2.8855	2.1786	2.3290
11.	Being put down or teased.	3.4004	3.8802	4.4286	4.4643
12.	Dealing with family problems.	3.6333			
13.	Getting attention and respect from adults.	3.6079			
14.	Helping people.	3.8801	3.5032	2.8214	2.8571
15.	Being O.K. as a person.	4.1629			
16.	World war.	3.2324	2.6360	2.3571	2.2857
17.	Religion.	3.2415		2.4643	
18.	Doing what girls (or boys) are supposed to do.	3.5646			
19.	Understanding how I feel inside.	3.6936			
20.	Developing hobbies or interests.	3.5706	3.2925	2.7857	2.7857
21.	Doing well in school.	4.0941			3.3571
22.	Having my own privacy.	3.9613			
23.	Growing (or not growing) like my friends.	3.4979		4.3214	4.3214
24.	Pregnancy (of self or someone close to me).	2.5535			
25.	Dying (of self or someone close to me).	3.5169	2.8281		
26.	Eating the right foods.	3.2582	2.7620		2.3929

APPENDIX A (Continued)

Item Numbers	Item	7th Grade Student Concerns Item Means[a] (n = 496)[b]	Item means showing significant differences between 7th grade student concerns and concerns of 7th grade students perceived by three groups		
			Parents (n = 465)	Home Economics Teachers (n = 29)	Administrators (n = 29)
27.	Losing (or gaining) weight.	3.4583	2.9605		
28.	Fixing food myself.	3.0779			
29.	Being able to sew or mend my own clothes.	2.3534	2.0482		
30.	What I look like.	4.2067			
31.	Using time wisely.	3.3544	2.8467	2.2857	2.4286
32.	Making decisions for myself.	3.9406	3.5693		
33.	Saving energy (Example: electricity).	3.0532	2.4158	1.7143	1.9643
34.	Improving my basic skills (Example: reading, math).	3.7072	3.2885	2.5926	2.7500
35.	Getting a job.	3.6803	2.8122	2.2500	2.5714
36.	Doing things for myself.	3.8618	3.5519		
37.	Having my own room or area the way I want it.	4.0123			
38.	Getting more money.	3.9098			
39.	Understanding the economy.	2.7946	2.4599	1.8148	1.6786
40.	Having things that are "in".	3.5350	3.8039	4.4286	4.5357
41.	Drugs and alcohol.	2.7614			
42.	Smoking.	2.6263			
43.	My health.	4.3110	3.5783	3.1786	3.2146

[a] Mean scores were based on responses to the following scale:

5---ALWAYS is a concern.
4---USUALLY is a concern.
3---SOMETIMES is a concern.
2---RARELY is a concern.
1---NEVER is a concern.

[b] n = number of respondents.

[c] A blank indicates that there was no significant difference in student concerns mean score and the mean score of parents, home economics teachers or administrators ($p < .01$).

[d] A mean score in the column indicates that there was a significant difference between the student concern and the perception of student concerns by this group.

APPENDIX B: CONCERNS RESEARCH DATA: EIGHTH GRADE STUDENT CONCERNS AND ITEM MEAN SCORES SHOWING SIGNIFICANT DIFFERENCES IN PERCEPTIONS OF THEIR CONCERNS BY PARENTS, HOME ECONOMICS TEACHERS, AND ADMINISTRATORS

APPENDIX B

Concerns Research Data: Eighth Grade Student Concerns and Item Mean Scores Showing Differences in Perceptions of Their Concerns by Parents, Home Economics Teachers, and Administrators

Item Numbers	Item	8th Grade Student Concerns Item Means[a] (n = 520)[b]	Item means showing significant differences between 8th grade student concerns and concerns of 8th grade students perceived by three groups: Parents (n = 457)	Home Economics Teachers (n = 29)	Administrators (n = 29)
1.	Understanding my friends.	4.0863	3.8596[c]	d	
2.	Understanding my parent(s).	3.9570	3.7115		
3.	Understanding other family members (Example: sister).	3.4980			
4.	Understanding the opposite sex.	3.8794	3.5432	4.5862	
5.	Getting others to listen to me.	3.6328		4.3103	
6.	Being liked by those my own age.	4.0495		4.8276	4.8276
7.	Getting pushed into something I don't want to do by my friends or someone my age.	2.9739		3.8966	
8.	Understanding children.	3.2129			
9.	Understanding elderly people.	3.3424	3.0155	2.3571	2.5172
10.	Understanding handicapped people.	3.2173		2.4286	2.4828
11.	Being put down or teased.	3.3155	3.7638	4.3793	4.5517
12.	Dealing with family problems.	3.6866			
13.	Getting attention and respect from adults.	3.5820			
14.	Helping people.	3.7930	3.4415	3.000	2.9310
15.	Being O.K. as a person.	4.0763			
16.	World war.	3.1118	2.6781		
17.	Religion.	3.3046			
18.	Doing what girls (or boys) are supposed to do.	3.4549			
19.	Understanding how I feel inside.	3.6601			
20.	Developing hobbies or interests.	3.4882			
21.	Doing well in school.	3.9550			
22.	Having my own privacy.	3.9243			
23.	Growing (or not growing) like my friends.	3.3447		4.5172	4.5517
24.	Pregnancy (of self or someone close to me).	2.7495			
25.	Dying (of self or someone close to me).	3.4205	2.9291		
26.	Eating the right foods.	3.1431	2.8455		

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Item Numbers	Item	8th Grade Student Concerns Item Means[a] (n = 520)[b]	Item means showing significant differences between 8th grade student concerns and concerns of 8th grade students perceived by three groups		
			Parents (n = 457)	Home Economics Teachers (n = 29)	Administrators (n = 29)
27.	Losing (or gaining) weight.	3.4644	3.1356		
28.	Fixing food myself	2.9766			
29.	Being able to sew or mend my own clothes.	2.3748			
30.	What I look like.	4.1922			
31.	Using time wisely.	3.2946	2.9425	2.5862	2.6552
32.	Making decisions for myself.	4.0118	3.6308		
33.	Saving energy (Example: electricity).	2.8718	2.5244	2.1379	1.9310
34.	Improving my basic skills (Example: reading, math).	3.4843			
35.	Getting a job.	3.7961	3.0721		2.7931
36.	Doing things for myself.	3.9025	3.6101		
37.	Having my own room or area the way I want it.	4.0854			
38.	Getting more money.	4.1053			
39.	Understanding the economy.	2.8157	2.5686	2.1034	1.9655
40.	Having things that are "in".	3.5655		4.5862	4.6552
41.	Drugs and alcohol.	2.5735	2.9128	3.9310	3.7586
42.	Smoking.	2.4396	2.7696	3.5172	3.5517
43.	My health.	4.1304	3.5947	3.2069	3.2500

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[a] Mean scores were based on responses to the following scale:

5---ALWAYS is a concern.
4---USUALLY is a concern.
3---SOMETIMES is a concern.
2---RARELY is a concern.
1---NEVER is a concern.

[b] n = number of respondents.

[c] A mean score in the column indicates that there was a significant difference between the student concern and the perception of student concerns by this group.

[d] A blank indicates that there was no significant difference in student concerns mean score and the mean score of parents, home economics teachers or administrators ($p < .01$).

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